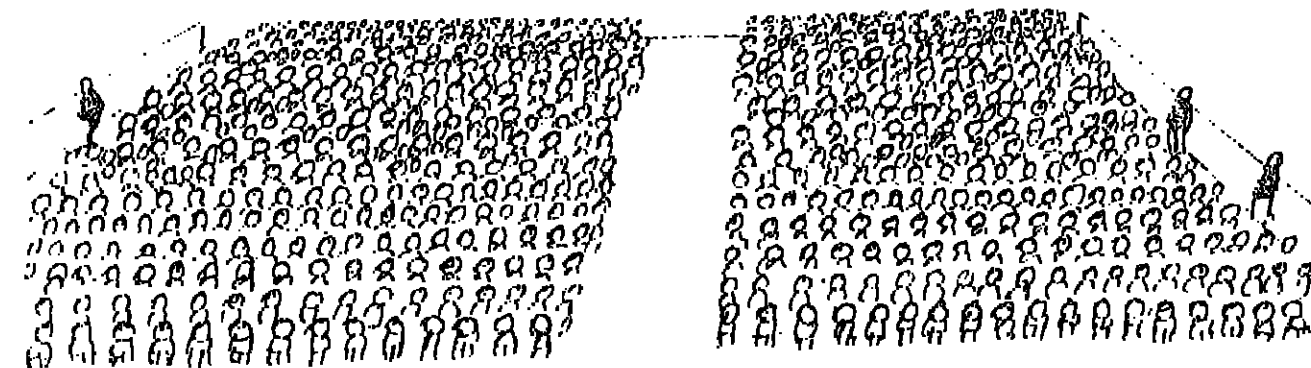


# Headship

by David Lamb

... AND OF COURSE YOU WON'T MIND DOING DOUBLE DETENTION, R.I., AND PLAYGROUND DURING YOUR PROBATIONARY YEAR WILL YOU?



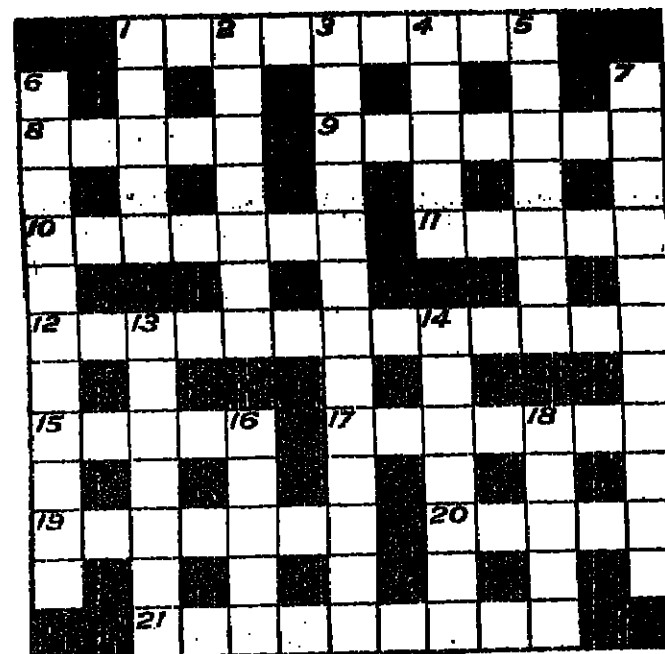
... AND AS THE GOVERNORS LEFT I WAS ASHAMED AND HORRIFIED TO SEE A TOFFEE PHILIP NEAR THE DOOR

I'M SURE AG WOULD BE THRILLED TO KNOW HOW MUCH YOU ENJOYED THAT SECOND CUP OF COFFEE MR. GOLDSHER



Aristides is on holiday.

## Crossword No 994



### Across

- There is presumably a home in Oxford that would take it (4, 5).
- Take me back to childhood condition (5).
- The upper circle? (5, 2).

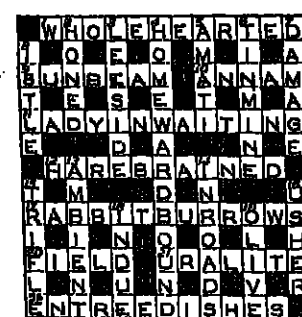
- Pois are extracted from grass (7).
- He is back to par from Paris (5).
- The men's aide don't wear their bells on their toes (6, 7).
- Geared for cruising (2, 3).
- Getting like Boney? (7).
- Finish in flustered life (7).
- A naive setback on the Lake of Geneva (5).
- Warning note from Russia? (3, 6).

### Down

- Allowed out of bed to ease the condition (3, 2).
- Eastern soldier starts relatively in the USA (7).
- Vegetable intake of human output (6, 7).
- Take place, usually with violence (5).
- Sign on paperback (7).
- Banked perhaps for smooth move (11).
- Result of a running-up day? (5, 6).
- Paddlewheel creature (7).

- Born on the north face? (7).
- Treed with melancholy result (5).
- Airborne runaway (5).

Solution to Puzzle No 993



Annual Postal Subscription Rates  
Inland and Overseas £12.48  
Please direct all inquiries concerning subscription and advertising rates to New Printing House, Gray's Inn Road, London WC1X 8EF (01-637 1234) or 55 Hanover Street, Edinburgh EH2 2DZ (031-225 6875).

## Personal

### Announcements

**AGENCY REQUIRES TUTORS**  
TO ALL MAINTAINING QUALITY  
TUTORS. Conditions of work  
private tuition in all subjects  
and within 30 miles of London.  
Details and applications for  
personal interviews  
01-225 6875.

**A PRIVATE ADVANCE**  
arranged without security or delay  
APPROVED: P. D. B. B. B. B. B.  
107, Victoria Street, London W1A 1  
With call of phone 01-225 6875.

**FOR LOANS AND MORTGAGES**  
THE PRINCIPAL DIRECTOR  
PRINCIPAL & DIRECTOR LTD  
for mortgages up to £25,000  
Bank Loans and any insurance  
All Cash Street, Bristol  
Tel: 0272 221111

**HOUSE PURCHASE**  
If you are considering house  
purchase, take advantage of our  
free service which includes the  
following: special facilities, using  
building societies and insurance  
companies.  
Mortgages from 100 per cent  
Advance up to three times the  
value of house's income value  
and account.  
For further information without  
obligation please send full details  
to: George Smith, 110, Victoria  
Street, London W1A 1.

**IF YOU WANT TO MAKE MONEY BY WAITING**  
JUST WAIT TO THE END  
The London Stock Exchange  
can make you a millionaire  
with money in waiting orders or  
shares.  
100, Bank Street, London  
EC2A 4PU. Tel: 01-225 6875.

**IMMEDIATE ADVANCES**  
£100 to £10,000  
No security needed  
**REGIONAL TRUST LTD**  
11, Colindale Avenue, London, W9  
Phone 01-225 6875 to 01-225 6876

**PERSONAL LOANS**  
Established 1921  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**PERSONAL LOANS**  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**POSTAL LOANS**  
No security. £100 to £10,000  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**ALL ADVICE ON MORTGAGES**  
and house purchase free from a fee  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**MAXIMUM ADVANCES**  
for teachers, scholars and students  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**REQUIRED SEPTEMBER**  
young qualified master, primary, general  
science, drama, music, PE, PE  
classes, South-East, 1978-79  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**SIMPLIFIED SPELLING**  
Society conference on spelling and spelling  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**WRITE and sell Children's Stories**  
Full tuition, free consultations,  
free booklet, Children's Features  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**100% MORTGAGES**  
up to £13,000 on post-1930 properties for school  
teachers, civil servants, airline  
pilots and professional men.  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**Typing and Duplicating**  
Duplicating, office printing,  
photo-copying, 100, 101, 102, 103  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**Next Week**  
Virginia Makins on a school exchange  
scheme, Margaret Murray on an innovative  
Danish teacher training course.  
Books: John Vaizey on the Angry Brigade,  
Gavin Drewry on civil liberties, Colin  
MacInnes on Colette, David Goodway on  
Keir Hardie; mathematics texts.

## For Sale and Wanted

### Postal Shopping

**SAVE UP TO 45% ON RETAIL PRICES!**  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**AGENCY REQUIRES TUTORS**  
TO ALL MAINTAINING QUALITY  
TUTORS. Conditions of work  
private tuition in all subjects  
and within 30 miles of London.  
Details and applications for  
personal interviews  
01-225 6875.

**A PRIVATE ADVANCE**  
arranged without security or delay  
APPROVED: P. D. B. B. B. B. B.  
107, Victoria Street, London W1A 1  
With call of phone 01-225 6875.

**FOR LOANS AND MORTGAGES**  
THE PRINCIPAL DIRECTOR  
PRINCIPAL & DIRECTOR LTD  
for mortgages up to £25,000  
Bank Loans and any insurance  
All Cash Street, Bristol  
Tel: 0272 221111

**HOUSE PURCHASE**  
If you are considering house  
purchase, take advantage of our  
free service which includes the  
following: special facilities, using  
building societies and insurance  
companies.  
Mortgages from 100 per cent  
Advance up to three times the  
value of house's income value  
and account.  
For further information without  
obligation please send full details  
to: George Smith, 110, Victoria  
Street, London W1A 1.

**IF YOU WANT TO MAKE MONEY BY WAITING**  
JUST WAIT TO THE END  
The London Stock Exchange  
can make you a millionaire  
with money in waiting orders or  
shares.  
100, Bank Street, London  
EC2A 4PU. Tel: 01-225 6875.

**IMMEDIATE ADVANCES**  
£100 to £10,000  
No security needed  
**REGIONAL TRUST LTD**  
11, Colindale Avenue, London, W9  
Phone 01-225 6875 to 01-225 6876

**PERSONAL LOANS**  
Established 1921  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**PERSONAL LOANS**  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**POSTAL LOANS**  
No security. £100 to £10,000  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**ALL ADVICE ON MORTGAGES**  
and house purchase free from a fee  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**MAXIMUM ADVANCES**  
for teachers, scholars and students  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**REQUIRED SEPTEMBER**  
young qualified master, primary, general  
science, drama, music, PE, PE  
classes, South-East, 1978-79  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**SIMPLIFIED SPELLING**  
Society conference on spelling and spelling  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**WRITE and sell Children's Stories**  
Full tuition, free consultations,  
free booklet, Children's Features  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**100% MORTGAGES**  
up to £13,000 on post-1930 properties for school  
teachers, civil servants, airline  
pilots and professional men.  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

**Typing and Duplicating**  
Duplicating, office printing,  
photo-copying, 100, 101, 102, 103  
110, Victoria Street, London W1A 1  
Tel: 01-225 6875

# THE TIMES Educational Supplement

THURSDAY AUGUST 22 1975 NUMBER 312

## And worse to follow

First, the good news. According to the circular to be sent to local authorities next week by the Department of Education on the cuts in public spending, 1976-77, pupil teacher ratios are to be maintained (page 3). The bad news is that it is difficult to see how the local authorities are to be able to do this in practice, in all the real world of education.

Overall spending by local authorities in education in other services, is agreed with central government in the course of the annual rate support grant negotiations. But local authorities regularly spend more than that and make it up either by increases in the rates or by going in hand to central government. The sum agreed for this year is already being exceeded by 2 per cent, so there will be no increase available for negotiation in the year's round. That is how the 2 per cent growth has disappeared between Mr Mulley's speech to the C.I.A. and Mr Crosland's "standstill" answer to a parliamentary question.

There is no simple for increased expenditure in total in real terms in local authority current expenditure in 1976-77", said Mr Crosland. In the past, even in the leanest years, there has always been bargaining over "committed expenditure"—the 3 to 5 per cent local authorities need to meet inescapable increases, such as salary increments, the servicing of loans for already approved capital expenditure, new revenue implications of previous capital spending, and so on. But "no increased expenditure in real terms" ought, in plain English, to rule that out, and the signs are that Mr Crosland is, indeed, interpreting it strictly.

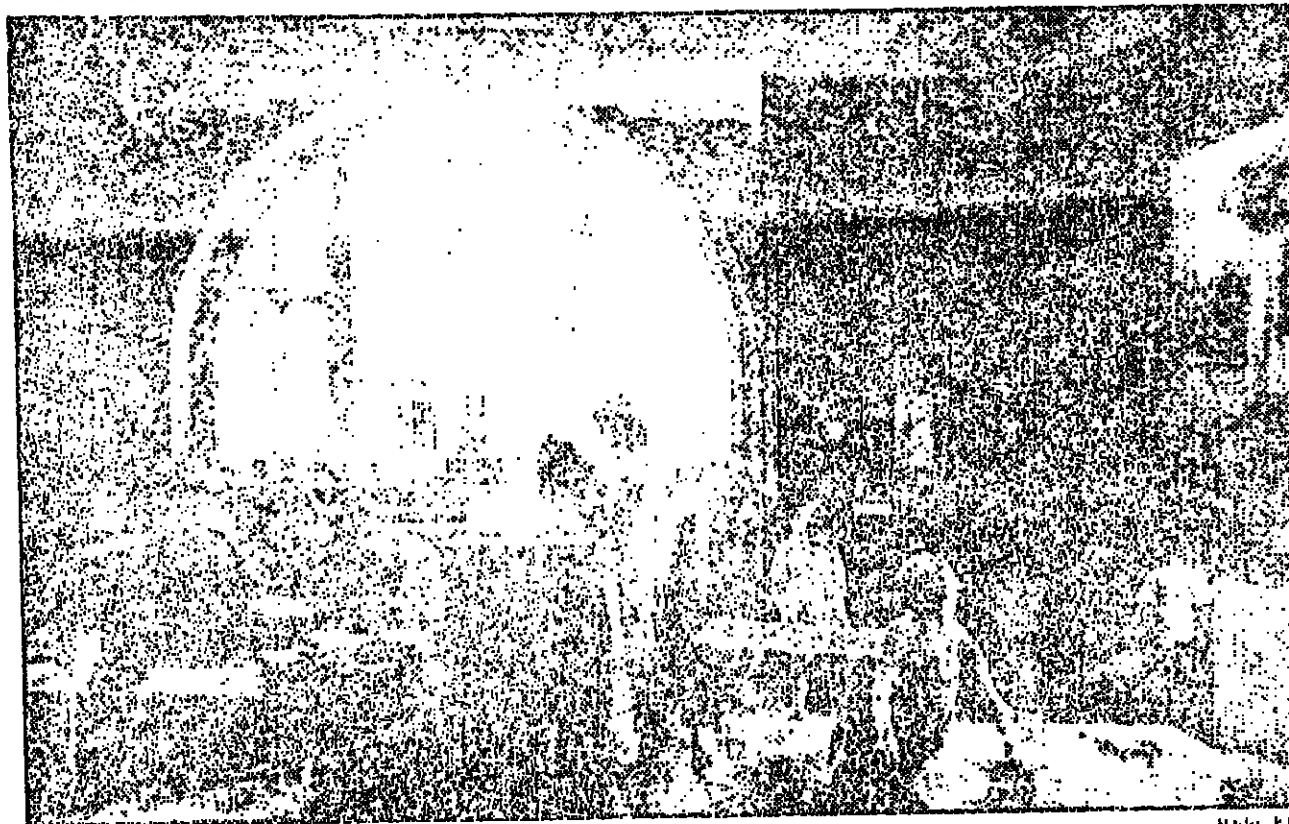
That means that local authorities will have to trim their budgets in real terms, by between 3 and 5 per cent the local authority budgets, which the TES published on November 29 last year, showed that this would mean, apart from savage cuts in further education, reducing by three the number of teachers in every secondary school and by one the number in every primary school.

At the moment the circular, which is presumably the result of consultations within the new central government/local government consultative committee, is being less than honest in pretending that something like this will not have to happen. Mr Mulley's priorities are well known, from this and from other circulars, and speeches. They include: comprehensive reorganization, 16 to 19, and the preservation of pupil/teacher ratios from five to 16. But there is no way that these priorities can be maintained simply by consolidating the nursery programme and cutting back, however drastically, on higher education and fringe areas such as adult education, the youth service and so on.

Take 16 to 19. The circular, at least in its draft form, wants a constant proportion of the population to be able to take advantage of the opportunities of non-advanced further education. That section, like the secondary school roll, is rising, so more people will have to be accommodated in further education colleges. The circular suggests that this can be done out of existing resources, and instances a more economical use of existing further education resources and the abolition of small, uneconomical sixth forms.

That much may, indeed, be possible. But no significant savings that might help towards the necessary cuts are possible unless local authorities are encouraged to grasp the nettle of school sixth forms, and transfer the main burden of all 16 to 19 education to the further education sector. This is the logic of Labour's 16 to 19 policy. But Mr Mulley is not apparently prepared to push it through.

In the meantime, the local authorities are left in the position of which they have always complained—victims of a central government which takes decisions without spelling out the means. The decision in this case is to impose a firm cash limit on the amount local authorities may spend. This is all the more ironical in that the signs are that the Treasury's control of its own spending is becoming increasingly inadequate—which is going to mean, for local authorities, worse news to come.



Community workshop at Lavender Hill—one of the beneficiaries of the ILA's scheme. Education for a whole Community, page 5.

## Half-open government

The Central Policy Review Staff's paper has been published as a joint Framework for Social Policies page 5  
Comments by Lord Boyle and Timothy Raison page 2

## Death sentence

The colleges of education which are to be closed have now been named page 3

## Classified ad index

17

## Slump in new building

The long-term replacement of old schools fell suddenly and dramatically last year—before the full effects of the education cuts were felt. Was the disruption of local government reorganization to blame? page 5

## State 'keep out'

The vice-chancellor of Oxford warns an international conference of the perils of government interference in university affairs. Paul Moorman reports from Moscow page 4

## Top of the vulgar pops

Shocked pupils of Searf, Brackley, Lancashire, who monitored television for a week, have sent their report to the Annan Committee on the broadcasting page 4

## Foreign, page 7

Royal Commission recommend setting up a new body to co-ordinate educational broadcasting in Sweden. Features, pages 9-11, 16. Virginia Makins on an educational exchange scheme; Margaret Murray on an unusual teacher training experiment in Denmark; Jane Brown on a local psychology. John Vaizey on the Angry Brigade. Art reviews, pages 30, 31. A student's work on the film 'The Rosenberg' by Heather Nell on theatre. Adrian Hope on another film, 'Buckley'. Articles, page 2; Sport, page 6; Letters, page 3; Sex education, page 12.

## The good and the bad

Good primary schools are showing up the bad typified by more actively than learning Sir Alec Clegg told the Plowden movement page 4

## ence Museum in London; re-

views of geography materials. Books, pages 12-14. Colin MacInnes on Colette, David Goodway on Keir Hardie. Art reviews, pages 30, 31. A student's work on the film 'The Rosenberg' by Heather Nell on theatre. Adrian Hope on another film, 'Buckley'. Articles, page 2; Sport, page 6; Letters, page 3; Sex education, page 12.



The Woodcraft Folk learning the principles of tolerance and equality at their 50th anniversary camp at Loughborough, page 4.

## No comment

Question: What is a referendum? Answer: A referendum is a debate on what to do after a thing has already been done, e.g. the Common Market referendum—candidate in the examination on citizenship, South Western Examination Board.

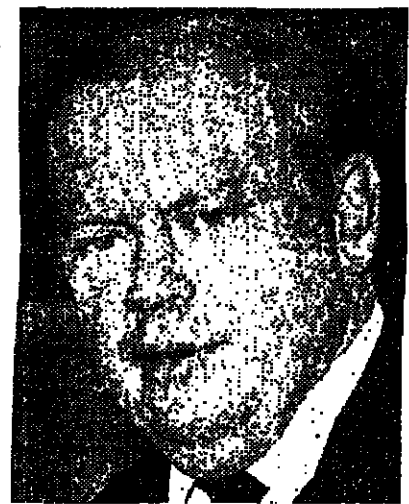
© TIMES NEWSPAPERS LTD. Printed and Published by Times Newspapers Limited at New Printing, 222, Strand, London, W.C.2. Second class postage paid at New York, N.Y.



Last week, the government published *A Joint Framework for Social Policies* (page 5). Its implications for government spending on the social services in general, and on education in particular, have already been spelt out in the TES. Here two Conservative politicians give their views on how its proposals for coordinating policies would work out in practice.



Timothy Raison



Lord Boyle

## Risk of buck-passing

Timothy Raison

At times half open government appears even more confusing than wholly closed government, and in giving a strictly personal view on the proposals for social policy planning at a time when I had only the TES's revelations to go on, I have to admit I am not quite sure what I am talking about.

A usual condition, some may say, among politicians is not to accept that, but I do accept that until you have spent some time as a minister you normally have only a hazy idea as to how Whitehall actually operates. My spell as a junior minister at the DES lasted only a matter of weeks, but I was able to see a more realistic picture of the way the machine works, and I had virtually nothing to do with anything relating to any other department. I cannot therefore do a Crossman—let alone a Bagshot—on JFSP. But I found nothing to dispel the widespread belief in Whitehall that the DES like to go their own way. And if this is true, then the JFSP, one can see why it will come to be viewed in the education world as wicked.

Is this reasonable? On the face of it, no. After all, at a time when there is so much to be learned, it is not surprising that the DES like to go their own way. And if this is true, then the JFSP, one can see why it will come to be viewed in the education world as wicked. Is this reasonable? On the face of it, no. After all, at a time when there is so much to be learned, it is not surprising that the DES like to go their own way. And if this is true, then the JFSP, one can see why it will come to be viewed in the education world as wicked.

Whether or not JFSP is a more effective instrument for making this sort of decision than we have had so far, I would not claim to know. But I can say that in principle, it may be. The point has a bearing on JFSP. While I accept the notion that government has to make overall allocations of resources between departments, I am less sure about the notion of treating education more and more as a branch of the Treasury's general fund. The social difficulties are great but the idea that the budgets of, say, probation, personal social services and education should be seen as filter-able in the sense of being directed to the same end is a fallacy. There is, anyway, some risk that this approach may induce inadvertently an element of buck-passing, for example, among teachers, perhaps that if it takes place it is not really a matter for them so much as for the social workers.

Our difficulties in government today are not primarily a matter of mechanism or of detail. They are political difficulties—matters of political judgment and political courage. Don't let the political mechanics and data mislead you from the all-important truth.

## Case for JFSP: governments and oppositions crave for new ideas

Lord Boyle

My views on the Joint Framework for Social Policies are fairly close to the editorial line taken by the TES. I am sceptical whether these proposals will provide an effective new means of controlling public expenditure; I am more hopeful that they will lead to better thought out social policies.

The years immediately after the 1959 election were those in which the Treasury tried particularly hard to put public expenditure decisions on (as they believed) a more rational footing.

The White Paper on the nationalized industries laid down that each nationalized industry should work to a specific financial target, and that investment decisions should not be subject to interference by Treasury ministers so long as they were related to the relevant target. This White Paper appeared only a few months before the appointment of Henry Brooke as the first Chief Secretary, and I recall he was never really happy with it.

With hindsight, it seems clear that this approach was far too mechanical, and few people would surely now defend the full rigour of its application in the running down of the coal industry.

As for social expenditure, there was a key paragraph in Lord Plowden's 1961 report:

Public expenditure decisions should never be taken without consideration of (a) what the country can afford over a period of years having regard to prospective resources and (b) the relative importance of one kind of expenditure against another. This may appear to be a self-evident but in administrative (and, we would hazard the opinion, in political) terms it is not easy to carry out.

This has always seemed to me a classic example of looking at a difficulty boldly in the face and passing on. Spending ministers, under a system of Cabinet Government, cannot be precluded from asking for more money at any time.

### Fought hard for more resources

When the Central Advisory Council, under Lady Plowden's chairmanship, presented its report on primary education at the end of 1966, it would have been politically unthinkable for the Secretary of State, Anthony Crosland, to have made no response at all, though admittedly he fought both harder and more successfully for increased resources than his successor would probably have done.

It would have been equally impossible for Mr. Prentice not to have fought for some extra finance for the universities last autumn, especially since the DES, on their own admission at a subsequent meeting, were in a state of financial straits. The DES, in fact, had underestimated the severity of the consequences of inflation (particularly, the threshold payments) for university budgets subject to rigid cash limits.

From time to time, the idea is put forward that a Cabinet committee of senior ministers without themselves having departmental responsibilities should look dispassionately at the whole range of major spending proposals, and measure each against the other in the context of limited resources.

This was tried very half-heartedly in 1968-69, and again under a Labour Government. It did not work, and in my view it never will, at least not to the extent its proponents hope.

In the first place, there will never be enough ministers with the time to carry out this work or with sufficient knowledge to understand the inwardness of the various services involved. This is a very basic point, surprisingly often missed. Ministers are not, generally speaking, men with long experience of public expenditure decisions, and the only way they ever acquire a detailed knowledge of, for example, the education department, is by serving in that particular department.

Furthermore, ministers will not allow colleagues to deprive them of a chance to fight. True, it is too many small spending matters that clutter the war. I am thinking especially of the point that we may feel different between A and B and between B and C, but nevertheless definitely prefer A to D or E.

I would plead for a certain caution over the use of that tempting word "strategy". Like "empiricism", it is one of those all-purpose expressions which needs the greatest care if we are to talk in sense about governments and government can be empirical in the sense that it is constantly devising decisions from first principles. As Michael Oakshott acutely observed, none of us (in government or no) is a university senate; can hope to live each day as though it was our last; "pure empiricism is only possible in an infant-in-armis or an ornamental despot".

The circular repeats the statement made by Mr. Anthony Crosland, Secretary of State for the Environment, earlier this month, that in 1976-77 there will be no increase in local authority expenditure. However, a high priority given to the DOE from the Department of Education and Science is that existing pupil-teacher ratios should be maintained within the compulsory school age.

The draft of the circular has been going around some elected members and the local authority associations during the past week. It says that numbers will have to be "decreased proportionately" where the school populations are dropping. This will be necessary to fill teaching posts in areas where the numbers of children are rising.

The section on education opens by giving shifts in school population for 1976-77. Primary school numbers will be down by about

16,000, instead of the 23,000 originally planned. As well as closing 12 colleges the DES say the future of another 16 is still "under consideration".

The colleges to be closed will be Alnwick, Darlington, Wentworth, Walsby, Radbrook, St Paul's in Rugby, Mary Ward, Coloma, Puttbridge, Suffron Walden, Slingsby, and Kesteven. Maria Assumpta College in London will also be closed.

This week the Department of Education wrote to all local authorities, giving them details of the planned closures and the provisional targets for teacher training places in 1981 for all colleges. Many colleges will have only 300 or 400 students by 1981.

The DES have now confirmed that there is still a grave shortage of teachers for many subjects, notably science and technical subjects. The Department repeat an earlier plea to the colleges to give priority to recruitment in these shortage subjects.

Special attention will have to be given to boosting the number of students teaching maths, physics, general science, music, handicraft, home economics, business studies, French and religious knowledge. More teachers are also needed for the mentally handicapped and remedial classes.

The DES say some priority will have to be given to physical education students as well, because of the closure or amalgamation of colleges which used to specialize in this.

One reason given by the Government for cutting the teacher training target is the falling birthrate which will begin to affect schools in most parts of the country in 1977. This week Mr. Alan Evans, head of the National Union of Teachers' education department, said the new teacher target would not bring classes under 30 for "many years to come", despite the falling birthrate.

However, he welcomed the DES's attempts to ensure more teachers were trained for shortage subjects.

## Jobs warning from the DOE

by Mark Vaughan

Teacher unemployment in areas with falling school numbers is inevitable from next year.

This is the clear message from a Government circular which will be sent to the local authorities next week. The "standstill" circular from the Department of the Environment will have a section for each local authority service, giving guidance on how and where to make the cuts. It warns them clearly of hard times to come.

The circular repeats the statement made by Mr. Anthony Crosland, Secretary of State for the Environment, earlier this month, that in 1976-77 there will be no increase in local authority expenditure. However, a high priority given to the DOE from the Department of Education and Science is that existing pupil-teacher ratios should be maintained within the compulsory school age.

The draft of the circular has been going around some elected members and the local authority associations during the past week. It says that numbers will have to be "decreased proportionately" where the school populations are dropping. This will be necessary to fill teaching posts in areas where the numbers of children are rising.

The section on education opens by giving shifts in school population for 1976-77. Primary school numbers will be down by about

75,000 and secondary up by nearly 100,000.

The L.E.A.s are expected to fight against the inclusion of the word "proportionately", because they say it is too difficult to reduce staff in this way. In areas of falling population, children do not leave in tidy groups of 30 or 25, but in dribs and drabs. The DOE and the DES may well give way on this wording, and change the draft.

The circular will also tell L.E.A.s that the admission of rising-fives has gone far beyond what was anticipated by the DES. The increasing trend to admit children nearer their fourth birthday rather than just before their fifth birthday is now too general. Next week's circular is expected to say that rising-fives should be admitted only if there is "no additional call on resources". While this is one area where it is quite possible to hold children out, there is considerable doubt in local authority circles as to whether or not it is a big money saver.

The planned nursery provision for 1976-77 remains as recently announced by the DES, although the DOE circular will also say that any child under the age of four should only receive education if it is "within the capacity of existing built or adapted nursery education". There is now a strong feeling that most new nursery provision will be concentrated on the more deprived areas, which tend to be in urban conurbations.

## 16 more colleges may go

The teacher target for next year will be 20,000, instead of the 23,000 originally planned. As well as closing 12 colleges the DES say the future of another 16 is still "under consideration".

The colleges to be closed will be Alnwick, Darlington, Wentworth, Walsby, Radbrook, St Paul's in Rugby, Mary Ward, Coloma, Puttbridge, Suffron Walden, Slingsby, and Kesteven. Maria Assumpta College in London will also be closed.

This week the Department of Education wrote to all local authorities, giving them details of the planned closures and the provisional targets for teacher training places in 1981 for all colleges. Many colleges will have only 300 or 400 students by 1981.

The DES have now confirmed that there is still a grave shortage of teachers for many subjects, notably science and technical subjects. The Department repeat an earlier plea to the colleges to give priority to recruitment in these shortage subjects.

## Riot control training possible

A headmistress wants all teachers to be given theoretical training to help them combat bad behaviour in class.

In a book published this week by the National Foundation for Educational Research, Mrs. Brenda Thompson, head of an East London infants' school, says acting techniques have been "astonishingly neglected" in teacher training. She adds that if things are left to the "best teachers", educationists will be forced to include six months' training in riot control in college courses.

Mrs. Thompson says there should be more auxiliary staff in schools, patrolling corridors and stairs where so much disorderly behaviour starts. "We don't like to admit it but we are the foundations of morality in the fear of getting caught".

The book, *Progress and Problems in Moral Education*, is a collection of readings edited by Mrs. Monica Taylor. It includes alternative suggestions for dealing with indiscipline.

Mr. Derek Wright, a reader in psychology at Leicester University, says the teacher who cannot keep order often has a "kind of" reason why his colleagues shun him instead of helping him may be that they enjoy gloating over his failure.

Mr. Wright says heads often make things worse for the poor discipline by treating their staff like "senior pupils". But he says the "best way" to help those who cannot control their classes could be to hold fairly long staff meetings, preferably outside the school, when everyone would feel free to "honestly ventilate their anxieties, frustrations, hopes and pains and vent their own ideas on common plans and strategies".

*Progress and Problems in Moral Education*, edited by Monica Taylor, NFER Publishing Company, 2, Jennings Buildings, Thames Avenue, Windsor, Berks. £4.50.

## Timetabling: ideas matter most

Working out school timetables by computer makes the job easier but it does not generate new ideas about ways of organizing classes. This is one of the main conclusions of a new book on timetabling, which includes the results of a study of computer timetabling in 22 Scottish secondary schools.

The most important advantage of using computers was that a school principal could redraw more often and could be timetabled without extensive demand on staff time. But the decisions taken before the timetabling was designed—about the aims of the school—were what really mattered.

*Timetabling and Organization in Secondary Schools*, by Norman Lawrie and Helen Keach, NFER, 2, Jennings Buildings, Thames Avenue, Windsor, Berks. £3.70.

## 800,000 fewer pupils?

by Philip Venning

The number of children aged five to 14 is likely to plummet by over 800,000 in the next six years, according to latest figures from the Office of Population Censuses and Surveys.

This is an increase of 500,000 in the drop that was expected three years ago. Because of the continuing fall in the birthrate, the figures have had to be revised downwards yet again.

The big fall in the size of the school population under 15 is certain. The only doubt is over the effect of migration, but this is unlikely to make much difference to the overall figures.

It is now expected that there will be 7,092,000 five to 14-year-olds in 1981 (compared with 7,593,000 this year). The number of 15 to 19-year-olds will keep on rising for a while, but will start dropping during the 1980s.

The birthrate has been falling

since 1964. In the last few years projections assumed it would recover. Each year they have been wrong and the latest projection now assumes that the fall will continue until a low of 602,000 births in mid-1977. This means the decline in the primary school numbers is likely to continue at least until 1982 and the secondary population of compulsory school age until 1988.

"The evidence is that postponement of births, particularly the starting of a family, is a major component of the current downward trend in the number of births; the current economic situation lends some support to the speculation that this trend will continue further but it is assumed that the fall in the number of births will end in 1976 or 1977."

The birth rate is expected to start rising again, partly because the increased number of girls born in the late 1950s and early 1960s will reach childbearing age.

## Bigoted about homosexuals

One in seven local authorities discriminate when employing homosexual teachers, says a survey by the National Council for Civil Liberties.

Two-thirds of the 47 local authorities on homosexual teachers produced what are described as satisfactory answers. The remainder were said to be either confused or bigoted.

"Some showed openly bigoted attitudes," many while assuming that homosexuality was a threat to children. The replies indicate an improvement in attitudes—there was a time when homosexuality was widely considered sufficient justification for dismissal—but clearly there remains a considerable degree of prejudice," it says.

was disturbing that over half the local authorities did not reply.

The report singles out Bury and Croydon for discriminatory attitudes, but praises Solihull for their reply. Many replies added qualifications about protecting children under a homosexual teacher's care.

The report says that homosexual and heterosexual teachers should be treated equally. It should be recognized that the presence of a homosexual teacher was not corrupting and that some children were homosexual.

The NCCL propose the introduction of a law similar to the Sex Discrimination Bill covering homosexuals. They recommend that the law regarding sexual offences should be made the same for homosexuals as heterosexuals. *Homosexuals and the Teaching Profession*, NCCL, 186 King's Cross Road, London WC1. 28p.

## SOCIOLOGY

Jack Nobbs, Robert Hine and Margaret Flemming

Sociology is becoming an increasingly popular subject at 'O' Level and until now teachers have been unable to find a textbook which fully meets the needs of the 'O' Level student.

Sociology has been specifically written with the 'O' Level student in mind. It covers all present syllabuses and takes account of likely future developments. The twelve chapters are subdivided into topics and units, each of which can be easily assimilated in one lesson. The text is supported by up-to-date statistical information and data, diagrams and photographs. Sociology contains a minimum of technical jargon. Sociological terms used are listed at the end of each chapter together with suggestions for follow-up work and past GCE 'O' Level questions.

'Both students and teachers will find the book extremely interesting and stimulating as well as valuable to their courses'. T. Schofield, Chief Examiner for 'O' Level Sociology, A.E.B.

Paper £2.95 Boards £4.20 362pp

To: Inspection Copy Service, Macmillan Education, Houndmills, Basingstoke, Hampshire. Please send me an inspection copy of: NOBBS, HINE AND FLEMMING: *Sociology* 333 19807 0

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_

C8/7/13

MACMILLAN EDUCATION



# Exams not the best test, says HMI

The present exam system does not really measure overall educational standards, says Mr B. W. Kay, HMI, of the Department of Education and Science's new assessment of performance unit, in the latest issue of *Trends in Education*. Only half of all pupils at school passed a public exam in 1972.

"A modest performance in a single subject can hardly serve as an adequate assessment of the influence of a full curriculum for 11 years on the pupil's performance, yet some 45 per cent of pupils fail to have their performances assessed even to this minimal degree."

It was common prudence not to wait until the end of an 11-year process before checking on its effectiveness. Larger term changes in educational performance should be monitored. Simply to measure how children performed in certain subjects was difficult and did not take into account the needs and expectations of society.

"Society's demands are not for a person who knows history or geography or Latin or mathematics, but for a person who has acquired a number of skills and items of knowledge and who has developed in a number of different ways."

Mr Kay suggests that the system of monitoring should be based on six basic areas of the curriculum—the verbal, mathematical, scientific, ethical, aesthetic, and physical. But there could be more.

One of the difficulties would be to devise national tests that did not rely heavily on learning facts. Yet it was clear that society had a right to expect children to leave school knowing certain facts.

The tests would have to be varied and, ideally, would involve some element of internal assessment they should be limited to only a sample of pupils, and use a wide range of methods.

The danger of ignoring the growing pressure for better statistics on educational standards was that far cruder measures of educational effectiveness might be adopted.

In the same issue Mr Alan Brown, head of the Post Office appointments centre, repeats the common complaint of industrialists that many school-leavers have not mastered the basics of reading, writing and arithmetic. Even pupils with CSE or O level passes were not always literate or numerate, he said.

Many leavers had little understanding of the role of industry and often had no means of relating their education to their jobs.

*Trends in Education*, July 1975, DES, HMSO, 35p.

# Pupils are shocked by TV vulgarity

The Annan Committee on broadcasting have received evidence couched in pretty strong language this week from some upper school boarders at Scarisbrook Hall, an independent school in Ormskirk, Lancashire, established "to provide boys with a sound education based on the Christian faith."

At the suggestion of the head, the pupils monitored all BBC1 and ITV programmes during one week last spring. They were "shocked at the amount and at the pungency of the vulgarity, the swearing and the blasphemy. Counting offences under these three categories they found 84 instances of blasphemy, 207 of swearing and 115 of vulgarity."

The monitors clearly had very high standards. One, watching *The Survivors*, was "particularly annoyed at the sight of bras on a washing line outside a church and at someone shouting 'Blast you' at a rabbit."

The report regrets that even in the news, "crude language" appeared when Prince Charles returned from Alaska commenting that "it was a bloody cold". They were "shocked by the number of beer advertisements. Coronation Street" was described as coarse by the monitor who noted a reference to pre-marital sex as normal behaviour.

Only documentaries, sport, music programmes and *University Challenge* earned much praise. But of popular programmes only *Kojak*—a good realistic story, *Canon*—a very good story with a lot of shooting, and *Dixon of Dock Green*—realistic and interesting—managed to slip under the Scarisbrook censors' guard.

# Good primaries 'succeeding as never before'

So many primary schools are now organized along the best modern lines that they are beginning to show up the bad schools, Sir Alec Clegg, former education officer for the West Riding, told the ninth annual Plowden conference in Lincoln this week. In these bad schools it was "like wet playtime all day". They were typified by noise caused by a lack of purpose, inadequate records, too much reliance on work cards and teachers who mistook activity for learning.

"They have climbed on the bandwagon and cannot play the instruments."

The danger was that these schools would be "disorderly typical and be used to condemn the ways which in the good schools are succeeding as never before."

The extent to which what can be marked has predominated in the curriculum is at times unbelievable, said Sir Alec. "The effect of what we have done has been to make much out of teaching dull, routine and distasteful, and to create failure. We have introduced competition in such a way that the cleverest children who have needed the least support have been given the spur of success, while the weaker ones who would benefit most from recognition have all too often been plunged into a position of complete failure—the like of which no remedial teacher has ever experienced."

Education had been too concerned with inculcating facts. It had neglected the love of beauty, relationships, confidence, responsibility, compassion and initiative. "If we are too permissive a society, who is doing the permitting and what went wrong with the education of the permitters?" Sir Alec asked.

Knowledge was more than a closely defined set of facts; it was material for the mind. The principles of the Plowden movement gave pupils choice and first-hand experience and "a sense of recognition" of their achievements in relation to their individual capacities.

Lady Plowden said there was a move towards the community having more say about what went on in schools. "There needs to be an equal, two-way communication between school and home and the community in which the school is situated." If services and institutions were to be most economically used in the present financial crisis professionals must share their skills with para-professionals and non-professionals. Schools should work with playgroups, adventure playgroups and adult literacy centres.

The missing link in education was the interest of parents who needed to have their responsibilities and self-respect restored. Young mothers needed to have their confidence and sense of achievement built up if they were not to feel the same sense of helplessness and frustration (being up to the eyes in which no remedial teacher has ever experienced).

# Vice-chancellor warns universities

from Paul Moorman

MOSCOW A warning against the dangers of increasing state intervention in the affairs of universities was given at the opening of the Sixth Quinquennial Conference of the International Association of Universities here on Wednesday by Professor John Habbakuk, vice-chancellor of Oxford University.

He told the conference that even in countries like Britain, with a hitherto strong tradition of university autonomy, pressure could be expected to grow on universities to produce courses "relevant to the national needs".

There was a danger, he said, that the universities, largely dependent on the state for their financing, might have to give in. This would then threaten their role as "centres for the unfettered exchange of ideas".

The outcome might be the opposite of what governments had hoped. Without freedom to "pursue learning" universities would soon lose their capacity to produce creative and original work, and would fail to make any real contribution to the needs of society.

Professor Habbakuk was addressing more than 900 delegates and observers representing 466 universities from 86 countries. Twenty-three British vice-chancellors and their representatives are taking part.

The theme of the conference, which goes on until Monday and Tuesday, is being staged in the massive Lenin Hills dominating the city, "Higher education at the approach of the twenty-first century."



Some of the Woodcraft Folk compare bark rubbings from trees at Stamford Hall.

# Woodcraft Folk take stock of first fifty years

This year the Woodcraft Folk are 50-years-old. They have just been celebrating with a two-week camp for 3,500 in the grounds of Stamford Hall, the Co-operative College at Leighton Buzzard. Over 8,000 of them were between the ages of six and 19. They came from 11 European countries, where there are organizations similar to Woodcraft, east as well as west.

The Woodcraft Folk were founded by Mr Leslie Paul. He was one of those who left the Boy Scouts in 1918, appalled that after a world war the Scouts were still militaristic. The anti-militarists then split among themselves and he broke with them to start the Woodcraft Folk in 1925.

Despite the backing of the Co-operative movement, Woodcraft have not become the great youth organization of the working classes, nor indeed a great youth organization. Many of their most flourishing groups are in leftish, middle-class areas. But the organization remains small: 14,000 members in about 350 local groups.

Various reasons are advanced. Leaders tend to say that their energies go in running the organization not in publicity. They admit they do not get round to selling some of the attractions of Woodcraft, like the fact that both boys and girls can be members and parents are encouraged to join in.

Some members hint at less palatable reasons. Haloes, they say, have a habit of slipping to become nooses. The early radicalism is now the convention of many youth organizations.

However, they all agreed that the camp with its international flavour was an ideal opportunity to take stock.

# Slump in school building

by Philip Venning

The number of new schools being built and old ones closing down slumped dramatically last year for the first time in 10 years, according to the Department of Education and Science's annual report.

All types of maintained schools—primary and secondary, county and voluntary—were affected. One possible explanation is that the school replacement programme was disrupted by local government reorganization.

In 1974 176 new county primary schools were approved, compared with 354 the year before. The number closed went down from 156 to 72. Similarly secondary schools (136) and 88 closures (170). Similar falls occurred in voluntary schools.

In the past the opening and closing of schools has tended to go hand in hand as outdated schools have been replaced. But many county schools, particularly primary schools, have been closed completely.

In 1971, for example, 102 of the 431 discontinued schools were rural schools. Only 34 were replaced by schools in the same area.

In spite of Mrs Margaret Thatcher's primary replacement programme, the opening and closing of primary schools reached a peak under the previous Labour Government.

A spokesman for the DES said that it was possible that by 1974 fewer buildings needed urgent repairs. But one would expect the figures to show that the decrease in primary school rolls was forcing some authorities to sell off their unused schools. The drop in pupils, and to a lesser extent, the spending cuts of December, 1973, would explain the decrease in new schools.

A more likely explanation was that 1974 was the year of local government reorganization. "Authorities may have been letting the dust settle to see just what schools there were in their new areas."

The annual report also shows that the number of registered independent schools—tiny schools that do not qualify for DES recognition as efficient—has continued to fall steadily since the register started in 1957. A few will have improved themselves enough to become recognized but most will have closed.

In 1974 there were only 926, compared with nearly 3,000 in 1958. In spite of the recent popularity of independent schools, their decline has continued unchecked.

"Most registered schools are 'dame schools', usually owned and run by a single person and so rarely survive for more than a generation. In 1967, Mr Patrick Gordon Walker, then Secretary of State for Education, launched a drive to compel registered schools to become recognized within five years or close down. Education and Science in 1974, HMSO 95p.

# Policies and practices must change, say CPRS

by John Gretton

The Government have now made public their plans for a more coordinated approach to social policy-making.

In their second report since they were set up by Mr Edward Heath, the former Conservative leader, in 1971 under Lord Rothschild, the Central Policy Review Staff (CPRS) set out a framework within which the Departments of Education, Health and Social Services, Employment, Environment, the Home Office, and the Treasury, might be expected to work together rather than independently—or even, as has been known, against each other. Their suggestions include:

- A non-decision making meeting of ministers every six months to develop guidelines.
- Periodic looks at what is likely to come up in the social policy field within the next year.
- Improvements in social monitoring, and in particular the setting up of a social group of senior statisticians in the Central Statistical Office of the Cabinet, with a particular brief to look at the distributional effects of social policies.
- Studies of specific topics, such as the relationship between central government and local authorities.

The CPRS programme rests on one key assumption: "that if a 'joint' and more coherent approach to social policies is to have any chance of succeeding, departments and ministers must be prepared to make some adjustments, whether in priorities, policies, administrative practices, or public expenditure allocations."

The published document differs in a number of respects from a draft which was summarized in the *TES* of May 23. And the title has changed. From being a Joint Approach to Social Policy, it has become *A Joint Framework for Social Policies*.

This change was made at the insistence of some of the more sceptical departments—including the DES—who felt that there was not such thing as social policy and that it was unhelpful to talk as though there was.

The section on defects in social policy-making—the *raison d'être* for the report in the first place—has been considerably toned down.

The main justifications for the approach as a whole are still there: sceptical departments—including the DES—who felt that there was not such thing as social policy and that it was unhelpful to talk as though there was.

In one respect, the final report is apparently less optimistic than the earlier draft. Of their proposal, the CPRS had originally written: "Before the end of the present Parliament, they should provide ministers with material needed for making more coherent choices in the social field, and for explaining these choices to the public." That sentence does not appear in the final report.

*A Joint Framework for Social Policies*, HMSO, 65p.

# Boycott threat to new poly

Atmos Polytechnic's new, multi-million pound campus just outside the city may be boycotted by students unless there is a regular bus service to it.

Students are also demanding that the development should not be used until more hostels are built.

The £5m complex of buildings at Coldharbour Lane, seven miles north-east of the city centre, will be opened next month by Lord Crowther-Hunt, Minister for higher education. But Mr Richard Durrant, a student union official, said this week that a boycott of all lectures and tutorials at the new site had been called for.

"No transport is going to be provided, except for a country bus service," Mr Durrant said. "This is quite ridiculous."

Only one student village with room for 250 has been built so far. The building of more villages has been postponed until more money is available. Mr Durrant said the campus should be kept closed until the villages were built and adequate shops and a sports hall provided.

Mr Michael Pascoe, the polytechnic information officer, said talks had been going on with the Bristol Omnibus Company for four years. A sticking point was the £15,000 underwritten guarantee demanded by the company. If ticket receipts did not equal that figure, the polytechnic would be expected to meet the difference.

Lecturers at the polytechnic will be paid up to 15p a mile for the extra journey to the new buildings. Non-academic staff will get a disturbance allowance.

# Back again

The *Advancement of Science*, the journal that ceased publication four years ago, will reappear next week at the 137th annual meeting of the British Association for the Advancement of Science in Guildford. If well received in its new form it may begin publication again on a regular basis, said Dr Magnus Pyke, secretary of the association.

The first of the new series contains articles by Dr Pyke, Sir Bernard Lovell, the radio astronomer who is president of the association this year, and Dr H. J. Eysenck on the duties of scientists.

Reinstatement of the quarterly depends on the interest shown by universities and publishers. In contrast to 1971, when publication of the journal was discontinued, the association believe there is need for a forum where social aspects of science can be discussed.



Wandsworth Community Workshop: enough room to create something.

# Godsend for Lavender Hill mothers

by Gavin Scott

A young mother with a small child living in two rooms in the middle of London might well dread a summer holiday, but for mothers with babies near Lavender Hill, Wandsworth Community Workshop has been a godsend this year.

The workshop, set up in Battersea Town Hall with the help of £225 from the LEA's Education Committee for the Whole Community Scheme, was the idea of Mr Mike Cuts, assistant head of the Central Wandsworth Adult Education Institute.

At first the mothers were shy about coming, says Ms Stephanie Gilbert, the art tutor and counsellor recruited from the institute to run the workshop. "We opened in November and by Christmas we had a group of regulars. They brought their friends in and we made a Christmas tree and two sacks of wool and clothing for Wandsworth Women's Aid—the local refuge for battered wives. Now they come regularly."

In the time the workshop is open the mothers' mothers may bring their children and their mothers may bring their mothers.

There is silk screening, basket-work, leatherwork, pottery. They have been making musical instruments for the children, using milk bottles tops strung on wire, tin, cardboard and bits of wood. Recently another to puppetry, and a third to indoor toys. They have made quilts boards with wood given by a cigarette manufacturer, ball and cup games with yoghurt cartons and silver paper which the mothers collected.

There is silk screening, basket-work, leatherwork, pottery. They have been making musical instruments for the children, using milk bottles tops strung on wire, tin, cardboard and bits of wood. Recently another to puppetry, and a third to indoor toys. They have made quilts boards with wood given by a cigarette manufacturer, ball and cup games with yoghurt cartons and silver paper which the mothers collected.

It is a constant battle to scrounge the material, says Mrs Tanny Rose-Jones, said Mrs Gilbert's assistant. "But we've built up a lot of information."

One of the functions of the workshop is to act as a resource information centre for other groups, where to get cheap tea-chests, wire, hobby-horses, planes, and how to use them to occupy and please mothers and children.

More important than developing skills is creating self confidence. Though limited, the space at Battersea is enough for mothers and children to spread themselves, make a mess, create something in a way they cannot afford to do in small tower block flats and bed siters.

This leather purse was the first thing I'd made for years, said one mother. "I felt like a real person, not just a mum." A shy introverted woman who turned up at Battersea last year developed a skill not only in making things from leather but in teaching other mums. Now, says Stephanie Gilbert, she could almost run the group.

Ms Gilbert believes that when talent like this is uncovered there should be courses to turn mothers into trained group-leaders. The need for them is great.

Because the idea is attractive, the number of workshops will grow. Ms Gilbert is setting them up on neighbouring estates. But they are not simple affairs to run. Wandsworth Workshop takes the skills of two full-time adult education tutors and two part-time assistants, not only their educational talents, but their counselling skills, social ability and readiness to mind babies and sooth toddlers.

It is not easy to get people with these skills and personalities. And they soon wear out. After seven years, even Mike Cuts is ready for a rest.

**Bostik**  
CLEAR ADHESIVE

**Britain's No. 1 Clear Adhesive introduces its school mates**

**BLU-TACK**  
The blob of blue that acts like glue!

**Boscotex**  
STICKS CARPETS, MATERIALS, LEATHER

**Bostik 8**  
Woodworking adhesive

Ideal for the workshop, gives extremely strong bonds to wood, hardboard, plaster board and many other surfaces.

The novelty adhesive that everyone is talking about. Blu-Tack does away with the need for drawing pins or sticky tape. It sticks almost anything, is quick, clean, non-toxic and can be used over and over again!

For further information contact the Consumer Sales Development Manager at Bostik

TEACHERS! Send now for full details of the BOSTIK BONDS COLLAGE COMPETITION, in which you pupils could win valuable prizes of Premium Bonds. For competition rules and entry forms—Bostik Collage, 308 High Street, Croydon, Surrey CR0 1NG

**Bostik**  
Bostik Ltd, Consumer Products Division, Watlington Road, Leicester, Tel: 0533 90015



## In a dither over the scientists

The United States seem in a perpetual dither about how the federal government should be advised by the scientific community. Just after the Second World War, when everybody recognized that science had done much to help win the war, it seemed natural that the President of the United States should have a permanent full-time science adviser.

In the years that followed, there grew up in Washington an institution called the President's Science Advisory Committee. This was meant as a means by which scientists could influence government policy in various ways, from defence policy to the cultivation of canaries. For at least 20 years, until a decade ago, the Science Advisory Committee was exceedingly influential, while successive science advisers helped to shape government policy in striking ways.

But the office has had its ups and downs. President Johnson was largely indifferent to what successive science advisers had to say. President Nixon went one step further and abolished both the science adviser and the committee. This argument was quite straightforward—he said he didn't like the advice he was being given and therefore had no need of the source from which it came. But he has not been forgiven for that impulsive act.

For the past year, the United States Congress have been talking to the White House about the abolition of scientific advice and it seems the whole apparatus is about to be reconstructed in substantially the original form. President Ford has proposed that the old White House office, which functioned as a source of scientific advice, should be reconstituted.

Congress are now trying to ensure that when it is, the science adviser will have the right to intervene in military as well as civil affairs. With the long autumn recess almost upon them, Congress are unlikely to be able to do much before 1976. To show willing, however, President Ford has held a meeting with a dozen distinguished scientists to talk over some of the difficulties that a science adviser may have to tackle.

My own guess is that, however well-meaning people are, the President included, things will not turn out quite as he and everybody else intends. The most obvious difference between now and the 1950s is that the science advisers of that generation found themselves by accident in a position in which their advice could not be overlooked. It will not be easy to recreate those circumstances simply by rushing bills through Congress.

### Science diary

by

John Maddox

## Back to the watery deeps

One of the subtleties in the endless argument about how life began is why several kinds of organisms contain surprisingly large amounts of elements that are relatively uncommon in the earth's crust. The way in which the rare element molybdenum keeps cropping up as the central element in various enzymes is one of the most conspicuous puzzles.

In the past few years this has led many reputable scientists to suggest that life must have begun somewhere else than on the surface of the earth, somewhere where molybdenum is more abundant. In that view, primitive forms of life would have been carried to the earth by meteorites or some other interplanetary messengers.

Now, unfortunately, this notion with its roots in science fiction has been nearly discounted. In the current issue of *Science* (August 15), Amos Bann and Jerry Raven, two scientists from the Hebrew University of Jerusalem, provide convincing evidence to show that there are sensible regularities between the concentration of various elements in living things and a simple chemical property of the elements concerned—specifically, the ionic potential or the ratio of the electric charge of an ion and its radius. Physically, what the ionic potential represents is the electrical potential at the surface of an ion. This in a crude way represents the capacity of that ion to compete with hydrogen in making chemical links with oxygen atoms in water molecules.

The surveys carried out on the concentrations of the different elements in different forms of life—bacteria, fungi, plants and land animals—suggest that the elements with both the lowest and the highest ionic potentials are relatively more abundant in living things than in the earth's crust. The same is true of the relative abundance of the same elements in sea water and the earth's crust.

The implication is plain. The rules which determine the use made of different elements in the evolution of living things appear to be the same as those which have determined the abundance of these elements in sea water. From this it follows that there is no special need to invoke extraterrestrial mechanisms for the origin of life. Instead, it is reasonable to fall back on the traditional view that life began in the surface layers of the oceans, in the narrow region in which the atmospheric gases could mix with the elements which happened to have been concentrated.

None of this implies, of course, that everything is settled about the origin of life. It remains a puzzle to know which particular biochemical processes were the first to evolve and a puzzle to know how these were afterwards elaborated into the biochemical mechanisms which now sustain living things. But what is clear from such studies is that there are a great many clues in the particular use made of different elements to suggest that it should be possible to unravel the precise sequence of primitive biochemical evolution.

That is something that can be put right with the existing equipment at Dounreay. And even if it is not, it should be possible to tell how the way in which the reactor works just what needs to be done to build a full-scale fast reactor to operate early in the 1980s.

Regarding airtime, the commission known as the TRU Committee felt that broadcasts could generally be adequately catered for by using the existing two TV and three radio channels. However, there should be discussions on extending TV's transmission hours—they do not start until 6.30 p.m.—and launching a fourth radio channel.

The need for such a channel is likely to become increasingly necessary in two years' time when Sweden launches its network of 24 local radio stations. Agreed by the parliament this spring, these stations will bite into Radio Three's present airtime by between 10 and 15 hours a week.

The commission argues strongly for complete independence for the foundation. It rejects the idea that the board of governors should remain interested groups from society as a whole and favours a small seven-strong body of education and media specialists. There should, however, be an advisory council with between 15 and 25 members appointed by the government, educational associations, teachers' and student unions.

Similarly rejected is the idea that Sveriges Radio or the Education Ministry should have powers over the detailed shaping of educational broadcasting.

This marks a change from the commission's initial view, published in their first report of 1971, that the ministry should have direct responsibility for supervision. This proposal, on which public opinion had been sharply divided, was rejected; the government asked the commission to think again.

In its final report, however, the commission sticks to the view that broadcasting must at least be taken out of the hands of Sveriges Radio. It says that the foundation's powers should be much wider than those of the corporation's education department and that programme planning should be based on national policy needs, including that of recurrent education, and not on journalistic assessments.

Above all, the choice of production and distribution should not be restricted by the corporation's wider priorities regarding programme selection and broadcasting time. In addition the vetting of content should rest solely with educationalists.

An important part of the commission's work was to devise experimental programmes to test the potentialities of aids and to lay down guidelines for their future use.

Initially, when TRU was set up in 1967, this was mainly viewed as a means to combat the existing teacher shortage. Since then, however, the dearth has been turned into a surplus and investigations switched to means of harnessing the new technology to tackle the needs of underprivileged groups such as those living in underpopulated areas and immigrants.

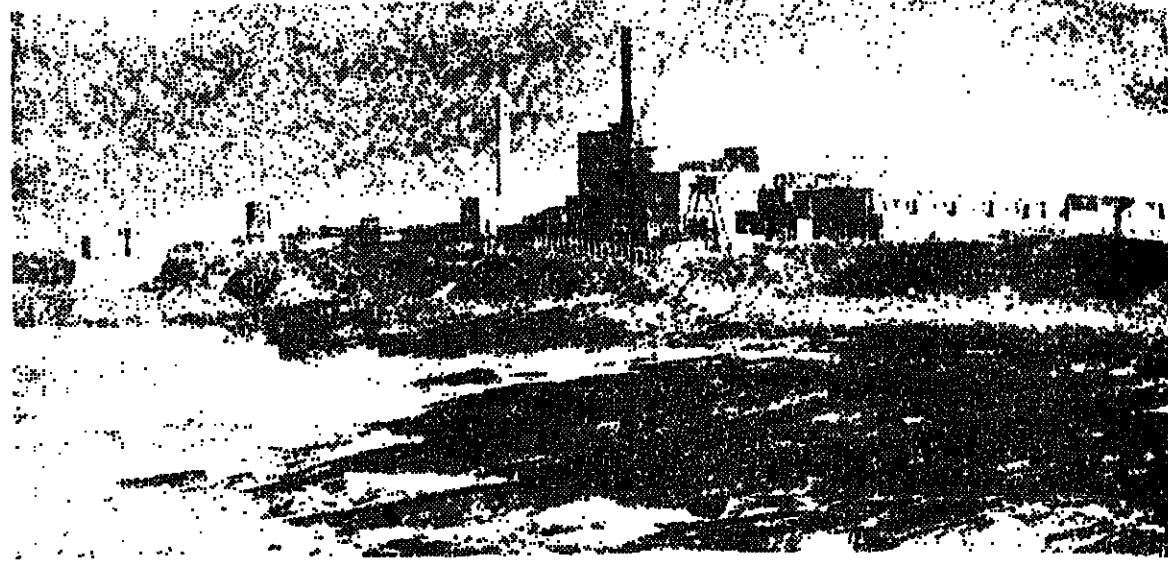
In addition, the need to co-ordinate the use of aids had become pressing following the inauguration of television broadcasting for schools in 1961 and the rapid proliferation of classroom aids following the establishment of county audio-visual centres in the late 1950s.

These centres now distribute some 1.5m sound tapes, 400,000 films and 25,000 videotapes annually. On the broadcasting side, Sveriges Radio supplement this with about 1,000 new and 500 old radio programmes and 100 new and 350 old television programmes each year.

As a result, Swedish schools, universities and colleges, and to a lesser degree even nursery schools, are well supplied with technical equipment by international standards. Slide and film projectors, video and closed-circuit television, videotape recorders and videocassettes are increasingly common.

Some of the TRU experiments have been remarkably successful. Perhaps most notable being a series of multi-media courses in English called *Start*. Designed to cater for those with a minimum schooling, it had attracted 203,000 participants—the equivalent of 4 per cent of all Swedes between 18 and 66—by the time its third year was underway last year.

The report urges the establishment of the foundation on July 1, 1977. Before then, however, the Commission has to publish two supplementary reports, one on the suitability of an Open University for Sweden, the other on the use of cable television. These reports are expected later this year and a Bill should follow within the next 18 months.



Dounreay: difficulties that can be put right.

have been struggling with a number of technically unimportant difficulties which do not, in my view, suggest that the principle of fast reactors will be inapplicable. By all accounts the reactor is working as expected. The difficulties are concerned partly with conventional equipment for generating electricity and partly with the machinery for exchanging heat between sodium from the reactor and the steam that eventually drives the turbines. To be sure, it is an important question to know whether the heat exchangers will eventually be designed in such a way that there will be no leaks between the sodium and water circuits.

With hindsight, it is plain that the circuits built at Dounreay, based on the welding together of stainless steel tubes within a large vessel filled with water, are exceedingly hard to make leaktight. It would have been much better to have arranged that all the welded joints were outside the heat exchangers, in places where they could have been repaired without shutting down a substantial part of the whole machine.

That is something that can be put right with the existing equipment at Dounreay. And even if it is not, it should be possible to tell how the way in which the reactor works just what needs to be done to build a full-scale fast reactor to operate early in the 1980s.

Regarding airtime, the commission known as the TRU Committee felt that broadcasts could generally be adequately catered for by using the existing two TV and three radio channels. However, there should be discussions on extending TV's transmission hours—they do not start until 6.30 p.m.—and launching a fourth radio channel.

The need for such a channel is likely to become increasingly necessary in two years' time when Sweden launches its network of 24 local radio stations. Agreed by the parliament this spring, these stations will bite into Radio Three's present airtime by between 10 and 15 hours a week.

The commission argues strongly for complete independence for the foundation. It rejects the idea that the board of governors should remain interested groups from society as a whole and favours a small seven-strong body of education and media specialists. There should, however, be an advisory council with between 15 and 25 members appointed by the government, educational associations, teachers' and student unions.

Similarly rejected is the idea that Sveriges Radio or the Education Ministry should have powers over the detailed shaping of educational broadcasting.

This marks a change from the commission's initial view, published in their first report of 1971, that the ministry should have direct responsibility for supervision. This proposal, on which public opinion had been sharply divided, was rejected; the government asked the commission to think again.

In its final report, however, the commission sticks to the view that broadcasting must at least be taken out of the hands of Sveriges Radio. It says that the foundation's powers should be much wider than those of the corporation's education department and that programme planning should be based on national policy needs, including that of recurrent education, and not on journalistic assessments.

Above all, the choice of production and distribution should not be restricted by the corporation's wider priorities regarding programme selection and broadcasting time. In addition the vetting of content should rest solely with educationalists.

An important part of the commission's work was to devise experimental programmes to test the potentialities of aids and to lay down guidelines for their future use.

Initially, when TRU was set up in 1967, this was mainly viewed as a means to combat the existing teacher shortage. Since then, however, the dearth has been turned into a surplus and investigations switched to means of harnessing the new technology to tackle the needs of underprivileged groups such as those living in underpopulated areas and immigrants.

In addition, the need to co-ordinate the use of aids had become pressing following the inauguration of television broadcasting for schools in 1961 and the rapid proliferation of classroom aids following the establishment of county audio-visual centres in the late 1950s.

These centres now distribute some 1.5m sound tapes, 400,000 films and 25,000 videotapes annually. On the broadcasting side, Sveriges Radio supplement this with about 1,000 new and 500 old radio programmes and 100 new and 350 old television programmes each year.

As a result, Swedish schools, universities and colleges, and to a lesser degree even nursery schools, are well supplied with technical equipment by international standards. Slide and film projectors, video and closed-circuit television, videotape recorders and videocassettes are increasingly common.

Some of the TRU experiments have been remarkably successful. Perhaps most notable being a series of multi-media courses in English called *Start*. Designed to cater for those with a minimum schooling, it had attracted 203,000 participants—the equivalent of 4 per cent of all Swedes between 18 and 66—by the time its third year was underway last year.

The report urges the establishment of the foundation on July 1, 1977. Before then, however, the Commission has to publish two supplementary reports, one on the suitability of an Open University for Sweden, the other on the use of cable television. These reports are expected later this year and a Bill should follow within the next 18 months.

The Soviet Union has always attached considerable importance to the film as an educational medium, and a recent meeting of the Scientific Council for Aesthetic Education attached to the Academy of Pedagogical Sciences was devoted to this. Subsequently Mr S. A. Gerasimov, chairman of the council, initiated a lively debate in the teachers' newspaper.

The Soviet cinema industry produced 130-140 films a year. Mr Gerasimov said: 20 to 40 of these were poor, spoiling the audience's taste and wasting their time. Young people should be taught to discriminate. Schools should take the lead and the cinema should be brought into the syllabus.

Both the Socialists and Christian Democrats propose the extension of the compulsory school leaving age from 14 to 16. The Socialist Bill also calls for the lowering of the year of compulsory schooling from six to five, and urges an intensification of the present state infant school development programme.

The Socialists complain that while 1.5m children between the ages of three and six now attend 400,000 state nursery schools and that more than a million have no infant schooling at all.

Both Bills propose abolishing the present rigid structure of specialized secondary schools. Besides the scientific and classical high schools (*licei*), there are 14 other specialized types of secondary schools which issue professional diplomas in subjects ranging from tourism, primary teaching and commerce to foreign languages, art and marine, aeronautical and industrial sciences. Pupils must now decide

At these "directions" would have basic common subjects, such as Italian, and there would also be a wide choice of subjects to be chosen by each pupil regardless of his orientation.

These subject "groups" would be orientated in five directions: literary/linguistic; mathematical/scientific/technological; philosophical/pedagogical/psychological/historical/sociological/legal/economic; and artistic/musical.

At the age of 14 which school he chooses, and to change later from one type of school to another is a difficult process which generally means leaving at least one year. To replace the present system of specialized professional schools, the Bills propose the creation of a unified, non-specialized, comprehensive type of high school system. In the first two years there would be a generalized programme of studies which would conclude the period of compulsory schooling. This would include compulsory subjects such as Italian, a foreign language and mathematics, but would also offer a wide variety of subjects to be chosen by the pupil.

For the final three years, but the Christian Democrats and the Socialists suggest a choice of: compulsory group of subjects which tend towards an eventual professional specialization, to be pursued later at university or at advanced technical schools.

## Hard days at Dounreay

I am not one of those doomcast by reports at the weekend that the prototype fast reactor at Dounreay is in such trouble that the development of fast reactors will be set back for several years. For the past two years the people at Dounreay

have been struggling with a number of technically unimportant difficulties which do not, in my view, suggest that the principle of fast reactors will be inapplicable. By all accounts the reactor is working as expected. The difficulties are concerned partly with conventional equipment for generating electricity and partly with the machinery for exchanging heat between sodium from the reactor and the steam that eventually drives the turbines. To be sure, it is an important question to know whether the heat exchangers will eventually be designed in such a way that there will be no leaks between the sodium and water circuits.

With hindsight, it is plain that the circuits built at Dounreay, based on the welding together of stainless steel tubes within a large vessel filled with water, are exceedingly hard to make leaktight. It would have been much better to have arranged that all the welded joints were outside the heat exchangers, in places where they could have been repaired without shutting down a substantial part of the whole machine.

That is something that can be put right with the existing equipment at Dounreay. And even if it is not, it should be possible to tell how the way in which the reactor works just what needs to be done to build a full-scale fast reactor to operate early in the 1980s.

Regarding airtime, the commission known as the TRU Committee felt that broadcasts could generally be adequately catered for by using the existing two TV and three radio channels. However, there should be discussions on extending TV's transmission hours—they do not start until 6.30 p.m.—and launching a fourth radio channel.

The need for such a channel is likely to become increasingly necessary in two years' time when Sweden launches its network of 24 local radio stations. Agreed by the parliament this spring, these stations will bite into Radio Three's present airtime by between 10 and 15 hours a week.

The commission argues strongly for complete independence for the foundation. It rejects the idea that the board of governors should remain interested groups from society as a whole and favours a small seven-strong body of education and media specialists. There should, however, be an advisory council with between 15 and 25 members appointed by the government, educational associations, teachers' and student unions.

Similarly rejected is the idea that Sveriges Radio or the Education Ministry should have powers over the detailed shaping of educational broadcasting.

This marks a change from the commission's initial view, published in their first report of 1971, that the ministry should have direct responsibility for supervision. This proposal, on which public opinion had been sharply divided, was rejected; the government asked the commission to think again.

In its final report, however, the commission sticks to the view that broadcasting must at least be taken out of the hands of Sveriges Radio. It says that the foundation's powers should be much wider than those of the corporation's education department and that programme planning should be based on national policy needs, including that of recurrent education, and not on journalistic assessments.

Above all, the choice of production and distribution should not be restricted by the corporation's wider priorities regarding programme selection and broadcasting time. In addition the vetting of content should rest solely with educationalists.

An important part of the commission's work was to devise experimental programmes to test the potentialities of aids and to lay down guidelines for their future use.

Initially, when TRU was set up in 1967, this was mainly viewed as a means to combat the existing teacher shortage. Since then, however, the dearth has been turned into a surplus and investigations switched to means of harnessing the new technology to tackle the needs of underprivileged groups such as those living in underpopulated areas and immigrants.

In addition, the need to co-ordinate the use of aids had become pressing following the inauguration of television broadcasting for schools in 1961 and the rapid proliferation of classroom aids following the establishment of county audio-visual centres in the late 1950s.

These centres now distribute some 1.5m sound tapes, 400,000 films and 25,000 videotapes annually. On the broadcasting side, Sveriges Radio supplement this with about 1,000 new and 500 old radio programmes and 100 new and 350 old television programmes each year.

As a result, Swedish schools, universities and colleges, and to a lesser degree even nursery schools, are well supplied with technical equipment by international standards. Slide and film projectors, video and closed-circuit television, videotape recorders and videocassettes are increasingly common.

Some of the TRU experiments have been remarkably successful. Perhaps most notable being a series of multi-media courses in English called *Start*. Designed to cater for those with a minimum schooling, it had attracted 203,000 participants—the equivalent of 4 per cent of all Swedes between 18 and 66—by the time its third year was underway last year.

The report urges the establishment of the foundation on July 1, 1977. Before then, however, the Commission has to publish two supplementary reports, one on the suitability of an Open University for Sweden, the other on the use of cable television. These reports are expected later this year and a Bill should follow within the next 18 months.

The Soviet Union has always attached considerable importance to the film as an educational medium, and a recent meeting of the Scientific Council for Aesthetic Education attached to the Academy of Pedagogical Sciences was devoted to this. Subsequently Mr S. A. Gerasimov, chairman of the council, initiated a lively debate in the teachers' newspaper.

The Soviet cinema industry produced 130-140 films a year. Mr Gerasimov said: 20 to 40 of these were poor, spoiling the audience's taste and wasting their time. Young people should be taught to discriminate. Schools should take the lead and the cinema should be brought into the syllabus.

Both the Socialists and Christian Democrats propose the extension of the compulsory school leaving age from 14 to 16. The Socialist Bill also calls for the lowering of the year of compulsory schooling from six to five, and urges an intensification of the present state infant school development programme.

The Socialists complain that while 1.5m children between the ages of three and six now attend 400,000 state nursery schools and that more than a million have no infant schooling at all.

Both Bills propose abolishing the present rigid structure of specialized secondary schools. Besides the scientific and classical high schools (*licei*), there are 14 other specialized types of secondary schools which issue professional diplomas in subjects ranging from tourism, primary teaching and commerce to foreign languages, art and marine, aeronautical and industrial sciences. Pupils must now decide

Sweden

## Big boost for educational broadcasting

from Mike Duckenfield

STOCKHOLM

Education programmes for TV and radio should be made the sole responsibility of non-profit, government-owned foundation with its own production and distribution rights, according to the recently published report of a Royal Commission on the future of educational broadcasting.

If the recommendation is accepted it will mean that the broadcasting monopoly enjoyed by Sveriges Radio, Sweden's publicly-owned broadcasting corporation, will end when its present 10-year agreement expires in 1977.

The 64-page report, *A Programme for Sound and Pictures in Education*, marks the culmination of eight years' experimentation and debate to assess the use and future administration of audiovisual aids in education ranging from those for two-year-olds to pensioners, the handicapped and immigrants.

The foundation, which would be formed initially by amalgamating Sveriges Radio's 11-year-old education department and the commission's own experimental service set up in 1968, would cost an estimated £8.4m in its first year excluding transmission costs. This would be about 23 per cent more than the present joint costs of the two component services.

Unlike at present when some educational broadcasting, notably that for adults, is financed through radio and TV licences, all deficits incurred by the foundation would be met by state grants.

Apart from broadcasts, the new organization would also produce material for a complete range of other aids, including tapes, slides, films and printed texts. These it would sell to schools and other teaching institutions at cost price. The foundation would also have powers to order or jointly produce aids with other organizations and companies.

Regarding airtime, the commission known as the TRU Committee felt that broadcasts could generally be adequately catered for by using the existing two TV and three radio channels. However, there should be discussions on extending TV's transmission hours—they do not start until 6.30 p.m.—and launching a fourth radio channel.

The need for such a channel is likely to become increasingly necessary in two years' time when Sweden launches its network of 24 local radio stations. Agreed by the parliament this spring, these stations will bite into Radio Three's present airtime by between 10 and 15 hours a week.

The commission argues strongly for complete independence for the foundation. It rejects the idea that the board of governors should remain interested groups from society as a whole and favours a small seven-strong body of education and media specialists. There should, however, be an advisory council with between 15 and 25 members appointed by the government, educational associations, teachers' and student unions.

Similarly rejected is the idea that Sveriges Radio or the Education Ministry should have powers over the detailed shaping of educational broadcasting.

This marks a change from the commission's initial view, published in their first report of 1971, that the ministry should have direct responsibility for supervision. This proposal, on which public opinion had been sharply divided, was rejected; the government asked the commission to think again.

In its final report, however, the commission sticks to the view that broadcasting must at least be taken out of the hands of Sveriges Radio. It says that the foundation's powers should be much wider than those of the corporation's education department and that programme planning should be based on national policy needs, including that of recurrent education, and not on journalistic assessments.

Above all, the choice of production and distribution should not be restricted by the corporation's wider priorities regarding programme selection and broadcasting time. In addition the vetting of content should rest solely with educationalists.

An important part of the commission's work was to devise experimental programmes to test the potentialities of aids and to lay down guidelines for their future use.

Initially, when TRU was set up in 1967, this was mainly viewed as a means to combat the existing teacher shortage. Since then, however, the dearth has been turned into a surplus and investigations switched to means of harnessing the new technology to tackle the needs of underprivileged groups such as those living in underpopulated areas and immigrants.

In addition, the need to co-ordinate the use of aids had become pressing following the inauguration of television broadcasting for schools in 1961 and the rapid proliferation of classroom aids following the establishment of county audio-visual centres in the late 1950s.

These centres now distribute some 1.5m sound tapes, 400,000 films and 25,000 videotapes annually. On the broadcasting side, Sveriges Radio supplement this with about 1,000 new and 500 old radio programmes and 100 new and 350 old television programmes each year.

As a result, Swedish schools, universities and colleges, and to a lesser degree even nursery schools, are well supplied with technical equipment by international standards. Slide and film projectors, video and closed-circuit television, videotape recorders and videocassettes are increasingly common.

Some of the TRU experiments have been remarkably successful. Perhaps most notable being a series of multi-media courses in English called *Start*. Designed to cater for those with a minimum schooling, it had attracted 203,000 participants—the equivalent of 4 per cent of all Swedes between 18 and 66—by the time its third year was underway last year.

The report urges the establishment of the foundation on July 1, 1977. Before then, however, the Commission has to publish two supplementary reports, one on the suitability of an Open University for Sweden, the other on the use of cable television. These reports are expected later this year and a Bill should follow within the next 18 months.

The Soviet Union has always attached considerable importance to the film as an educational medium, and a recent meeting of the Scientific Council for Aesthetic Education attached to the Academy of Pedagogical Sciences was devoted to this. Subsequently Mr S. A. Gerasimov, chairman of the council, initiated a lively debate in the teachers' newspaper.

The Soviet cinema industry produced 130-140 films a year. Mr Gerasimov said: 20 to 40 of these were poor, spoiling the audience's taste and wasting their time. Young people should be taught to discriminate. Schools should take the lead and the cinema should be brought into the syllabus.

Both the Socialists and Christian Democrats propose the extension of the compulsory school leaving age from 14 to 16. The Socialist Bill also calls for the lowering of the year of compulsory schooling from six to five, and urges an intensification of the present state infant school development programme.

The Socialists complain that while 1.5m children between the ages of three and six now attend 400,000 state nursery schools and that more than a million have no infant schooling at all.

Both Bills propose abolishing the present rigid structure of specialized secondary schools. Besides the scientific and classical high schools (*licei*), there are 14 other specialized types of secondary schools which issue professional diplomas in subjects ranging from tourism, primary teaching and commerce to foreign languages, art and marine, aeronautical and industrial sciences. Pupils must now decide

At these "directions" would have basic common subjects, such as Italian, and there would also be a wide choice of subjects to be chosen by each pupil regardless of his orientation.

These subject "groups" would be orientated in five directions: literary/linguistic; mathematical/scientific/technological; philosophical/pedagogical/psychological/historical/sociological/legal/economic; and artistic/musical.

At the age of 14 which school he chooses, and to change later from one type of school to another is a difficult process which generally means leaving at least one year. To replace the present system of specialized professional schools, the Bills propose the creation of a unified, non-specialized, comprehensive type of high school system. In the first two years there would be a generalized programme of studies which would conclude the period of compulsory schooling. This would include compulsory subjects such as Italian, a foreign language and mathematics, but would also offer a wide variety of subjects to be chosen by the pupil.

For the final three years, but the Christian Democrats and the Socialists suggest a choice of: compulsory group of subjects which tend towards an eventual professional specialization, to be pursued later at university or at advanced technical schools.



Children being "produced" in Stockholm for a programme for their own age group.

however, be an advisory council with between 15 and 25 members appointed by the government, educational associations, teachers' and student unions.

Similarly rejected is the idea that Sveriges Radio or the Education Ministry should have powers over the detailed shaping of educational broadcasting.

This marks a change from the commission's initial view, published in their first report of 1971, that the ministry should have direct responsibility for supervision. This proposal, on which public opinion had been sharply divided, was rejected; the government asked the commission to think again.

In its final report, however, the commission sticks to the view that broadcasting must at least be taken out of the hands of Sveriges Radio. It says that the foundation's powers should be much wider than those of the corporation's education department and that programme planning should be based on national policy needs, including that of recurrent education, and not on journalistic assessments.

Above all, the choice of production and distribution should not be restricted by the corporation's wider priorities regarding programme selection and broadcasting time. In addition the vetting of content should rest solely with educationalists.

An important part of the commission's work was to devise experimental programmes to test the potentialities of aids and to lay down guidelines for their future use.

Initially, when TRU was set up in 1967, this was mainly viewed as a means to combat the existing teacher shortage. Since then, however, the dearth has been turned into a surplus and investigations switched to means of harnessing the new technology to tackle the needs of underprivileged groups such as those living in underpopulated areas and immigrants.

In addition, the need to co-ordinate the use of aids had become pressing following the inauguration of television broadcasting for schools in 1961 and the rapid proliferation of classroom aids following the establishment of county audio-visual centres in the late 1950s.

These centres now distribute some 1.5m sound tapes, 400,000 films and 25,000 videotapes annually. On the broadcasting side, Sveriges Radio supplement this with about 1,000 new and 500 old radio programmes and 100 new and 350 old television programmes each year.

As a result, Swedish schools, universities and colleges, and to a lesser degree even nursery schools, are well supplied with technical equipment by international standards. Slide and film projectors, video and closed-circuit television, videotape recorders and videocassettes are increasingly common.

Some of the TRU experiments have been remarkably successful. Perhaps most notable being a series of multi-media courses in English called *Start*. Designed to cater for those with a minimum schooling, it had attracted 203,000 participants—the equivalent of 4 per cent of







# All the skills in the world

An unusual experiment  
in teacher training, based on a village in Jutland,  
is causing a major stir in  
Danish educational circles. Text and photographs  
by Margaret Murray

Tvind is a small village in the middle of the flat open spaces of north-west Jutland in Denmark. Just outside, standing in the fields, is a large, new educational project based on ideas which are practical, radical and almost unbelievably successful.

In Denmark, education in general is closely supervised by the state but not necessarily run by local or national government. There is a strong tradition for parents and teachers to get together and run their own schools, especially at primary level. Tvind carries this tradition into four areas of education and offers challenging and inventive alternatives to the normal options provided by the welfare state. It exists and works within the system, is officially recognized and financially supported by it, but is run and controlled by all the participants backed by a board of ordinary people.

The four schools at Tvind were started by a group, now about 80, who live and work together. Many of them come from teaching, but others are from less academic and more practical backgrounds. The schools are:

An "after" school. This is a Danish alternative to the sixth form and at Tvind is run for adolescents who have had difficulty in conforming to school. The annual intake is 100.

A "travelling folk high school". This is a course for anyone over 18 who wishes to further their education in both collective working and the socio-economic problems of the world, especially the Third World. The nine and 17 month courses include a long study journey to Africa or Asia. The longer courses also include work and research in Danish factories. Participants are split into small groups, which usually travel and live in specially converted coaches. The intake is about 50 for each course and there are four to six each year. This was the first of the group experiments, and has been running continuously for five years.

A "necessary teacher training course". This is a four-year course which started three years ago and which qualifies students to teach in state secondary schools, and much else besides. There are 96 students on the present course, which will be completed next summer. Intensive courses. These are for people wishing to gain university or similar entrance qualifications—the equivalents of O and A level.

All the courses are linked in many ways. They are based on the same place, they share facilities, they are all residential and the teachers are often interchangeable. But the factors which link them most are the educational ideas and the spirit on which they all are based. These educational ideas are that learning must be through personal practical experience related to theory; that it must be relevant to the students' own background and expanding knowledge; and that working cooperatively in a group is essential to learning.

The money to run the schemes comes from various sources, such as the Ministry of Education and the pupils themselves. The state pays all the qualified teachers in the Tvind group the standard salary for teachers. This money goes into the group's joint funds, which are supplemented by profit from some of the group's other activities, such as running a farm, printing and minor repairs. Student grants are available for only parts of some of the courses, and not, for example, for the travel part. The Danish authorities do not yet recognize this as education.

This article concentrates on the details of the "necessary teacher training college", but many of the principles applied in it have been learnt from the other courses and from the school's continued contact with everyday life. The basic structure may remain the same, but the content will be modified by experience.

The Tvind group believe that for teachers to be successful they must be trained in certain skills. They must have a practical knowledge of the world and of relationships within their own society. They must be capable of working with and relating to those whom they are meant to serve—parents and children—and they must have professional teaching skills and knowledge. As they state in their plan:

"What should be required of us as teachers in today's school? We must possess knowledge. We must be able to teach others something.

We must be able to educate in social relations."

As a result of these deceptively simple-sounding aims, the necessary teacher training course is based on personal experience of both international socio-economics and of everyday life in Denmark. Students become self-reliant and self-disciplined by working with staff to plan their own work programmes. Decisions are taken jointly, often after long argument and discussion, and everyone has to face the consequences of their own ideas or behaviour.

Group decision-making is a central part of the process of learning to work and cooperate effectively with others. Students are expected to grasp and direct their own future. "We are ourselves the power unit in our own education", they say. The details of the school's finances are freely available to them, since this information is essential to the decision-making and planning in which they are all involved.

The centre at Tvind offers a base, a background for the course, but much of the students' time is spent away from it. They get all the support they need, but at a certain point they have to manage for themselves. As well as running the schools, the Tvind group also provide or run facilities which the student groups and others can use. These include a fully equipped bus and motor repair shop, and a printing workshop where the schools' textbooks, songbooks and pamphlets are produced. There are also, of course, all the normal things you would expect in a large school—a sports hall, library, music room.

One difference is that the staff and the

present students have helped to build the place from scratch. They have worked on the foundations, the drains, the central heating and the wiring of 25 buildings. They have planted trees, laid roads, put on roofs, done carpentry and painted. It gives them a great sense of identity with the school.

In many ways the course is tough, very tough compared with others in Denmark. In order to pack into four years all the extra information and experience over and above that required by the state, the students at Tvind take no holidays. They are expected mainly to support themselves, and they know in advance that they will have to spend a year doing unskilled or semi-skilled work, often in a factory or workshop.

A few students find it difficult to adjust to the self-discipline expected from them. Women seem able to fit into the community life and reject the values of the consumer race more easily than men. No one can opt out or do "their own thing". Everyone must conform—to participation, work and cooperation. But there is also much gaiety, many parties and singing sessions.

The four-year teacher training is split roughly in half. The first is considered basic training. Tvind are advocating that this should be common to all higher education students in the country whether they go to universities, trade schools or whatever. The second half is more specifically concerned with specialized teacher training.

The first nine months of the course are spent in a way very similar to that of a "travelling folk high school". Students plan a long study journey, usually to Asia or

Africa. The preparations include short courses in subjects like mechanics, languages, imperialism, driving, guitar, cookery and political economy.

During the journey, each bus group of about 10 live and work together, making investigations into the social and economic life of the countries they visit. They interview peasants and officials, collect statistics and information, support themselves and meet others. On their return to Denmark, several months are spent investigating all the material and in relating it to the situation at home. This is usually presented as a book, exhibition or slide show. The whole period is designed to give students a global or international frame of reference.

Next come the three months' preparation for the second year of the course. By now the large group of students know each other well. Although each bus contained only 10 of the 100 or so participants, the group is a whole now regularly on the journey and undertakes some work jointly. This enables the students to split into permanent, compatible groupings of 15, which will last at least as long as the rest of their formal education and provide a refuge and support for the individual members. Each group then sets out to earn and save a minimum of £1,000 within the three months.

This money is used as a down payment on a house or suitable building for each group which is based on one town. It becomes the property of that small group and is then to keep, use or dispose of at the end of the course. The house provides a local base and often a home for the rest of the student's training, particularly during the next nine months. From here, they go out to work.

The majority choose the factory floor or production line, since the object of this part of their training is that they should become familiar with the everyday life which most people lead, that they should feel at ease with such people and be able to work with them as equals. Throughout this period the students hold film shows, discussions and parties at their house, inviting local people and their own workmates, who are often parents or future parents, to come along and take part.

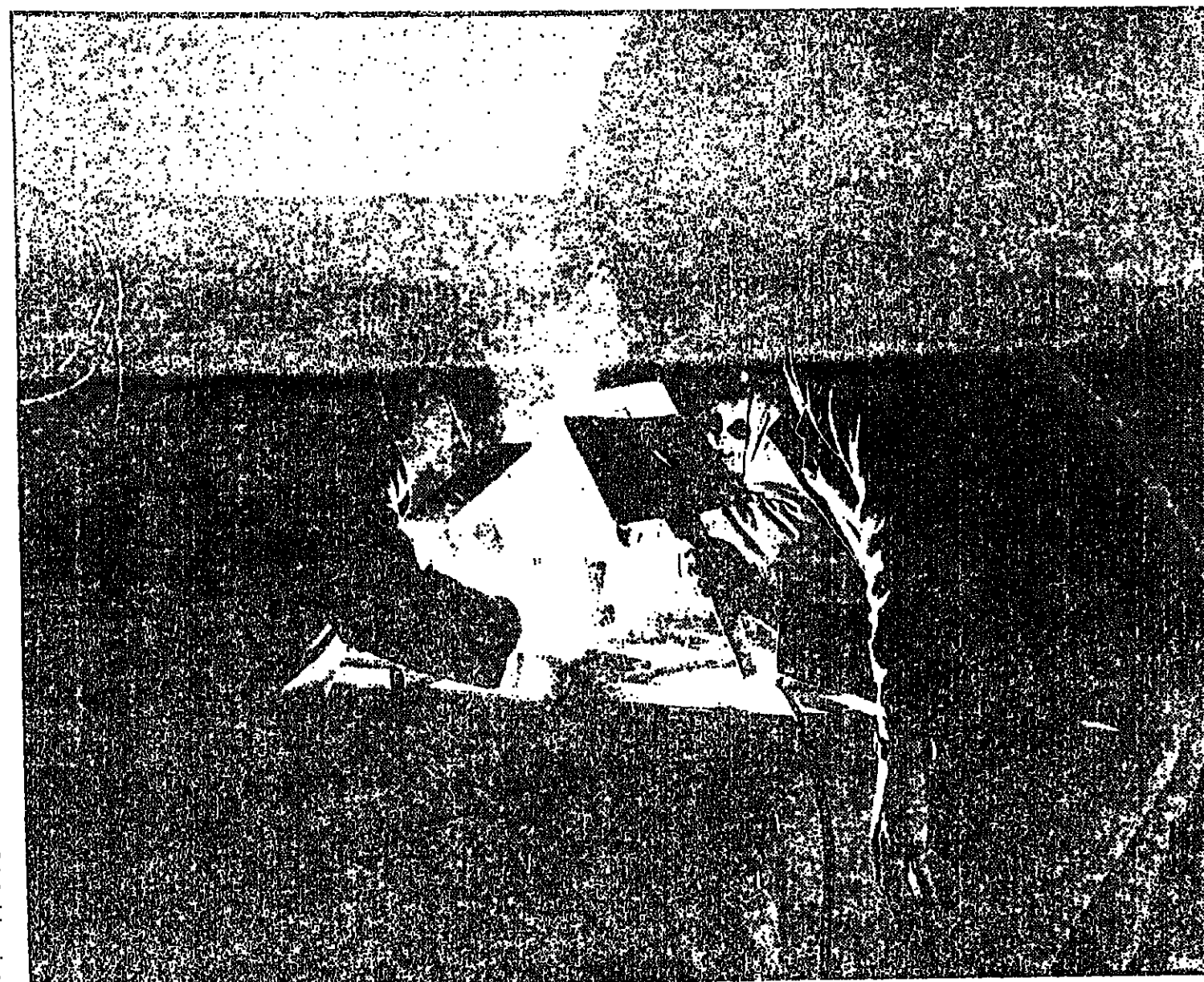
This aspect of the course has been shown to work very well, with many of the group houses becoming a meeting place where important friendships and contacts are made. It is often difficult for the students when they first go into a factory, because they go sometimes awkward or arrogant. But they go for more than a visit; and they have to learn to relate to others on their own terms in the reality of economic life. At the same time they complete theoretical studies and sit qualifying examinations in selected subjects.

At the end of the period individuals have three months to carry out any sort of work they think useful. Many follow up investigations they have started in their own districts; others use their newly acquired personal insights to compare different work places elsewhere. The end of this three months marks the end of basic training and the start of professional training.

Throughout the two-year final period, spent both at Tvind and in their own group houses, students study special subjects and sit state-supervised examinations essential to their official qualification. This is in subjects such as mathematics, languages, religion, psychology, arts and crafts. For one year the students do teaching practice, going to secondary schools in groups of three to relate their personal experience to the accepted principles of educational philosophy. Group meetings and investigations continue. Some students may spend further time at work. For the final two months students and teachers meet to discuss their successes and failures, to pinpoint their own strengths and weaknesses and those of the educational system.

The cooperative working method between students and teachers is crucial. At the end of four years they will have gone through much together, as equals: travel, the strains of group living, discussions, confrontations, disasters and triumphs. Few teachers are asked to contribute so much, to risk so much.

One of Tvind's problems is that specialist subject lecturers, who come in from conventional educational establishments during the second half of the course for several weeks or months, find it hard to adjust to



Learning welding techniques from the local blacksmith is all part of the teacher training course at Tvind



Members of the Tvind group have not only created their own buildings from scratch, but also laid the surrounding roads

pupils who are mature enough to argue case, from a firm background of personal experience. In many quarters in Denmark, Tvind is seen as an exciting experiment, so those willing to teach there are numerous.

Being treated as an equal by third or fourth year students sounds fine in theory, but in practice some find it hard to cope. Everything is questioned: subjects and curricula, individuals and ideologies.

The work periods are seen as essential to the education of the student, and not as a necessary evil to be endured. It is from them that the future teachers' sense of security and ability to meet with children and parents comes. For at Tvind, they think that one of the central qualifications for being a teacher is the ability to manage situations, and that the responsibility for cooperation between teacher and parents lies with the teacher.

The Tvind group believe that the course they offer gives students three interrelated frameworks of experience in reality—international, national and classroom. Insight and knowledge are gained through group effort rather than individual effort. Theory is always linked to practice and the whole school is run democratically: one individual, one voice, whether student, teacher or "expert".

The fact that the student have been self-supporting and self-reliant seems, naturally enough, to make them hardworking and balanced student teachers. Many Danish secondary schools are anxious to employ them when the first group graduate next year. There have been enthusiastic reports on their teaching practice, and Tvind candidates have done almost embarrassingly well in the state examinations held so far.

Nevertheless, there is still doubt that the new four-year course will get state recognition. And Tvind want more than that. They want unconditional recognition so they can start courses every year, like other training colleges, and not have to reapply at the end of four years. They claim that they have already proved the worth of their course. The schools at which their students have taught back them up, and so do the examination results. So too does the fact that Tvind apparently does not suffer from the crisis of discipline and authority evident in other institutions. Nor do they have a drug problem.

All these things seem to make the Ministry of Education unsure whether to be pleased or nervous about the stir and controversy which is being caused, not by one of their Marxist-dominated universities or liberal Copenhagen schools, but by a group working in the obscurity of the countryside, far from the traditional centres of learning.

Tvind's obsession with the practical and their non-academic attitude has resulted in criticism from theoreticians of every ideological colour. Their methods and tools seem unorthodox—buses, groups, production line work, discussions and action—but they also seem to be about to produce just the sort of teachers that everyone has been waiting for. The Tvind centre is visited by people from all over the world. A German group has been helped in setting up a similar school in Cologne. Visitors are genuinely welcome, since Tvind want to show what it is possible to do if you believe in comradeship and working together.

At the moment the group are building the biggest windmill in the world to provide hot water and central heating for all their buildings and greenhouses. They are very popular locally and have had no trouble convincing the local authority to accept their ambitious plans. It is a scheme which is typical of the group and no more improbable than their plans for transforming teacher training seemed when they first put them forward a few years ago.

To quote from their own book, their aim at that time was, and still continues to be, that the necessary teacher training course should be "a frontal attack on perplexity, alienation, academization and practical incompetence in teachers and students—which stems from accumulating knowledge without developing through it as a human being in society".

The address for visitors is Tvind, Skolerne, P.O. Box 10, 6990 Ulfhøjs, Denmark. Margaret Murray is a freelance photographer who teaches at the Central London Polytechnic.



## Prickly individualist



David Goodway on Keir Hardie

**Keir Hardie: radical and socialist.** By Kenneth O. Morgan. Weidenfeld & Nicolson. £8.00. 0 297 76886 7.

It's extraordinary that we are having to wait so long for adequate accounts of the founders and first statesmen of the Labour Party. In the case of some this may be because they were dull, unattractive individuals, yet others are to be numbered among the most exotic politicians of the century. A more fundamental reason for the delay is that the two generations of specialist Labour historians have eschewed personality in favour of organization, economy, society and ideas. Thus we lack authoritative lives of Arthur Henderson, Philip Snowden, J. R. Clynes and J. H. Thomas. David Marquand, MP, has been at work on MacDonald for more than a decade and Royden Harrison, another official biographer, threatens to become equally embroiled with the Webbs. Although Keir Hardie has been the subject of over 10 studies, including "romantic" and "pictorial" biographies, it is only now that Kenneth O. Morgan has written one that is, as his publishers correctly proclaim, "substantial and scholarly" and thereby filled an especially remarkable gap.

Hardie looks out of his photographs with deep, lugubrious eyes that suggest a sensitive introvert in need of protection, not an inflammatory leader of the masses; and he was indeed dependent on intense, supportive relationships with others, including, Dr Morgan reveals, a series of young left-wing women of whom the most notable—and loved—was Sylvia Pankhurst. While Hardie's origins were entirely working-class (a "rapper" at the age of 10 he remained in the mines until he was 23), he was far from being a typical working man. The image of him as "the man in the cloth cap" proves to belong to modern folklore.

It seems doubtful that he ever wore a plain "flat hat" and for much of his political career he donned a flamboyant range of headgear. The legendary cap of 1892 appears to have been a deerstalker crowning such a garish outfit that a Liberal member of Parliament approvingly contrasted John Burns with Hardie: "Here is a Labour man dressed like a gentleman, but look at that bugger! Worse was to come. In summer he would sometimes go around the Commons in sandals but without socks, while in Asia he might wear a kimono. In dress—and in many of his ideas—he was much closer to a middle-class rebel like Edward Carpenter than the solid proletarian of his time (or later). Dr Morgan therefore demolishes this element of the Keir Hardie myth and demonstrates that he was a complex and prickly individualist.

As for his politics, he was undoubtedly a pacifist and internationalist. His socialism developed surprisingly late and, significantly, gradually. At the time of the crucial Mid-Lanark by-election and foundation of the Scottish Labour Party in 1888 he had not become a socialist. In the period down to the Independent Labour Party's inauguration in 1893 he moved, piecemeal, to his socialist faith.

He was, of course, a "fundamentalist" in his vision of a total socialist transformation of society. Quite what this would entail, or

even how it would be effected, was ill-defined: "Socialism is much more an affair of the heart than of the intellect." Of one thing he was certain. The road to socialism must be constitutional and parliamentary. German Marxists, anarchists and, in the years immediately before his death in 1915, Welsh syndicalists were equally castigated for dogmatism or revolutionism or both.

It is in his evaluation of Hardie as a shrewd, political pragmatist that Dr Morgan achieves a second, striking reassessment. From 1888 onwards Hardie was insistent on the necessity for independent working-class representation in Parliament. First the ILP, and then the Labour Representation Committee and the Labour Party, must stand aloof from alliances that would compromise their independence and might lead to their absorption by some other political grouping, the Liberal Party being the greatest threat to Labour. On the other hand, every encouragement should be given to the adherence of the trade unions and radical middle-class Liberals. This would inevitably mean restraint from pressing socialist policies forward and restrict the socialist nature of the parties. Hardie believed that socialism would be triumphant in the long run as class consciousness grew and social justice was demanded. In effect, though, he was the principal architect of a party which was certainly independent but in which socialists were dominated by trade unionists.

So a Labour Party emerged more radical than socialist and hence an organization which could almost attain what Hardie had rhetorically announced in 1888: "The day would come when Liberalism would be dead and buried in Great Britain, and only the Labour Party existed". In contrast stands his "prophetic" declaration eight years later that 1953 would see "the introduction of socialism and the overthrow of the commercial system". (Hardie was a spiritualist and believer in psychic powers, but this choice of date was probably inspired by *News From Nowhere*.)

This is an important, convincing, though by no means entirely satisfactory, study of Hardie. The writing is somewhat stilted and repetitive and the intellectual and socio-economic backgrounds are insufficiently appreciated. The limitations of the traditional political biography with regard to the career of a working-class agitator such as Hardie are also exposed. In his case much more is known about his early life than is usual, but the first, non-political, half of his 59 years is examined in a chapter. Hardie and the labour movement came from below. The consensus of the political biographer demands that he writes from above. Dr Morgan has gained access to the rich ILP archive and used an impressive variety of manuscripts and printed material. Still, these are all conventional sources or, at least, have been utilised conventionally. Parliament and politicians are dominant. Nothing emerges of the rank-and-file members of the ILP branches or of the readers of Hardie's *Labour Leader* and next to nothing of his ecstatic audiences. It was these, his ordinary followers, who primarily generated the legend surrounding the man. Without their consideration and examination of his relations with them, the essential dimension is omitted from his life.

## Continuing to grow

Colin MacInnes on Colette

**Looking Backwards.** By Colette. Peter Owen £4.50. 0 7206 0273 4.

Colette grows more extraordinary with the years. While she was alive, her varied life and her vivid personality seemed to make her one of those writers whose fame depended greatly on their presence. But this has not proved so; her books, like plants, have continued to grow and, what looked unlikely in so French a gardener, to transplant themselves happily into foreign soils.

As well as being gifted with enormous talent, and having lived more fully than do most, Colette was in three respects unusual. Of all the writers of our century, she was one of the very few who had a high, middle and lowbrow public. Academicians and sophisticated admirers of her style and her geosic, though she shocked them, and so also—perhaps because of her Music Hall and early Claudine stories—did the public that buys on railway bookstalls. Yet she did not ingratiate herself with, nor condescend to, any one of these groups of readers.

She was one of the earliest women writers whom one might describe as "normal". Of course, she was not in that she had near-genius, nor in her bisexuality and adventurous life. Yet while so many of the great women writers of the nineteenth century, and even the twentieth, were spinsters or, if married, childless and, however gifted, rather odd as human beings, Colette loved and did—though in a rarer and intenser way than most of us—the things that "ordinary" people love to do.

She lived a life of rare variety without ever falling into the trap of being a "personality". She was three times married, and a mother; had women lovers; appeared in the Music Halls, and later wrote for the theatre; knew the worlds of art, fashion, sport and such surviving "society" as interested her. Though a writer of refinement, she did not despise journalism (no great writers leave), and she made, for instance, of the maiden trip to New York of *Normandie*, a study in miniature of her nation. France itself she knew intimately, and in the 1920s, was one of the first emigrants to unspoiled St Tropez. Yet all the while, she remained anchored in rural and village memories of that France tourists rarely see, but which, even now, survives as the "real" France of wise and frugal virtue.

These sketches, from two collections gained in Paris during World War II, reveal Colette observing and reflecting on the life around her; and, though she looks back to the past as much as out upon the present, she does so in a more immediate, urgent spirit than was habitual in her writing, usually long matured. She had fled at first from the invasion (like everyone), to her daughter's house in the country; but she soon told Maurice Godéart (her third husband), "I am used to spending my wars in Paris", and despite the dangers of his being a Jew, and her own worsening arthritis, they moved back to the

Palais-Royal to live out the war there.

It is as if, in some later work of a composer, many themes of his youth life in a final offering; for in these sketches, she looks out of the window and into her memory, the preoccupations of the past return, felt as intensely, if seen more calmly. Sido, her mother (and almost the spirit of what in nature is benevolent and wild, appears again; so, interspersed with observations on living children, are recollections of her own childhood. Plants are noticed and reflected on; and so, of course, are animals, birds and even rodents, reptiles and insects. She thinks of the country, and particularly of it—her own Burgundy, the Midi, Provence and Morocco. She writes of how to camp there, and how not to; and she speaks of cooking, which is an art and joy as much as a necessity.

Friends are described, some anonymously (though one may guess at their names), others presented in vignettes, like that of Ravel, with whom she wrote *Le Concert de la nuit*. Inevitably, she contrasts the young and the old, and she knows her posture in relation to each; to the young she is loving yet severe, on the old, she tacitly enjoys sagacity and benevolence. She writes a lot of sickness, since she knew it a lot, and, accepting, not in resignation, understanding it as a part of life. Over all this the dream of occupation hangs (perhaps an expected more soul-deceiving than our own often dreary war-time), though it is rarely mentioned.

One witnesses, in fact, the impressive and humbling experience of a Frenchwoman "growing old well" as they so often do; not clinging on to any reality that should be abandoned, yet never losing the instinct to live their part of life to the full. We also witness a classic writer at the peak of her powers ("French is quite a difficult language. After 45 years of writing one just begins to appreciate this"), and not giving up at all.

It is often said that Colette was a great "pagan" writer—though this might imply I think quite incorrectly, that she was without religious feeling of any kind. What is true in the idea, is her instinct, like so many else quite had (for none I know of) for sensing natural forces in a spirit of admiration and even worship. It is a quality one finds in the great French painters: not a sentimental, or condescending, emotion about *la nature*, but one of a respectful, curious rapture. And nature, for Colette, is not as for sentimentalists, something apart from man, that one goes to contemplate, or to "inspire" by; on the contrary, we are right in the middle of it, or we are freaks.

A final didactic word to anyone who may be learning French, or how to write: Colette is, in both, an excellent mistress. She is a severe one, because her writing, however scintillating, is complex; yet it is invariably beguiling in style and subject, since she seems to have been incapable of thinking of a banal idea, or of expressing it dully in a quality in which her translator, David Le Vay, has done full justice.



## The life and times of Sybil Liberty

Gavin Drewry assesses the achievement of the British civil liberties movement

**Civil Liberties in Britain.** By Barry Cox. Penguin Special 90p. 0 14 052 32 X.

A year or two ago I came across an East African INSC candidate who asserted that "Hyde Park Corner in London is a monument to Britain's famous Sybil Liberty". Moral number one, get students to read as well as to listen. But the more specific and serious lesson to be learned from this famous but, as my mythical Sybil lies in our own immediate reactions to such statements. When foreigners tell us that our civil liberties set an example to the civilized world, we tend to curl our lips, shake our heads and attribute to the skillful propaganda of our imperialist forebears.

Self-deprecation is one of the few growth industries left to us poor Britons, but concern about liberty under the law and the state goes back to the less troubled times of John Stuart Mill and beyond—to Hobbes, Locke, et al. The rather woolly expression "civil liberty", as used by Barry Cox, has connotations which are quite modern; even Mill was writing well before the age of laissez faire.

Liberty was almost coterminous with "common law" and when police powers were just emerging from their infancy. As convenient a base year as any is 1934, when the National Council for Civil Liberties was born on a tide of public concern about possible confronta-

tions between the police and the Jarrow hunger marchers, sparked off by some hysterical warnings from the Home Secretary, Sir John Gilmour.

The battle grounds have, of course, changed over the years. Mr Cox's survey suggests that between 1934 and 1974 civil libertarians notched up some important gains in areas like freedom of assembly, free expression and minority rights, but lost ground over freedom of movement (through restrictive immigration laws, etc) and personal privacy. He finds the Prevention of Terrorism (Temporary Provisions) Act 1974 sufficiently worrying to deserve a postscript in its own right. Yet it is terrorism, and the whole ghastly mess of Northern Irish policy, which brings home some of the most basic issues underlying the quest for civil liberty and which, incidentally, casts doubt upon the currently fashionable plea for a new Bill of Rights for Britain—endorsed most recently by Lord Hailsham and Sir Keith Joseph.

It goes almost without saying that civil liberty is essentially a subjective commodity. At one end of the liberty spectrum, all but the most rabidly authoritarian mind would shrink from a system which empowered a police officer to arrest a bystander at a demonstration for blowing his nose in a "provocative manner" (it happened, see Cox, page 32). At the other extreme, even the most fervent advocate of civil liberty would concede the state's legitimate concern with the discouragement of murder and the

protection of property (though there is room for dispute about definitions, as well as about the means to be employed).

The civil liberties debate covers a rather uncertainly defined patch of middle ground into which almost any aspect of human activity may be drawn in a moment's notice. The core of the debate, however, tends to revolve around such issues as police powers and the way they are used, the constraints upon political activity (in its widest sense) and the law's tendency to single out particular sections of society, consciously or unconsciously, for negative or positive discrimination.

Civil liberty is also a political commodity. Its boundaries are set by that eternal quest for a satisfactory balance between "effective" or "strong" government and individual freedom. It is a paradox that the egalitarian paternalism of the welfare state has brought with it yet more government intervention in private affairs, and yet more points of friction between state and citizen.

The civil libertarian's self-appointed task is constantly to question whether the existing balance is satisfactory. In doing so he inevitably comes into head-on confrontation with the ruling establishment. Thus civil liberties pressure groups are usually devoted tactically to valuable access points into the political and bureaucratic system. Indeed, it would be necessary for such access to be granted.

Nevertheless, bodies like the NCCL have had to choose between being fringe political parties, advocating fundamental changes in the social fabric while ignoring immediate opportunities to treat the symptoms of social disorder, and confining themselves to fighting rear-guard actions against particular infringements of civil liberty in order to get themselves taken seriously. In this search for the ideal balance between state power and individual freedom, the advocate of civil liberty invokes "fundamental" principles such as rights of free speech, the right to trial by due process of law—principles which are familiar currency in the written constitutions and bills of rights of numerous countries and international bodies.

One difficulty is, of course, that even if there is general agreement about which principles are to be pursued, taken out of their proper context they are little more than empty rhetoric. Even bills of rights, subject as they are to judicial interpretation, do not always assist the forces of light to vanquish the forces of darkness. It all depends on the predilections of judges and politicians as well as upon the prevailing circumstances.

In wartime, civil libertarians generally accept, albeit reluctantly, that the balance must be tilted towards strong government. But if "free speech" and "due process" mean different things, in war and in

peace do they not mean something quite different again in the context of Northern Ireland—or, for that matter, in the present-day context of grave economic crisis?

There is, in other words, a risk of pretending that while the words expressing libertarian values remain constant, the reality they represent will not change either. I do not suggest that intelligent civil libertarians are unaware of this; but it does place the NCCL and like-minded bodies in something of a tactical dilemma.

Either they concede that the principles they stand for are not immutable, and risk undermining the moral force of those principles, or they defend them to the death and risk being accused of being out of touch with the times. They have, on the whole managed to steer a skillful middle course. If they have veered sometimes towards the second option that is only because it is integral to their purpose that they should occasionally voer that way as a sharp reminder to us all when times get hard.

The sum of the British civil liberties movement's considerable achievements over the past three decades is diminished only slightly by its many honourable defeats. Barry Cox tells the story well, with more than a hint of excusable bias in favour of the good guys. The sum of this small, vocal town, in the flux of the establishment, never allowing the case for increasingly strong government to be won by default, provides the best possible monument to Sybil Liberty.

## TRIAL AND TERROR

John Vaizey sets the Angry Brigade in context

**The Angry Brigade.** By Gordon Carr. Collier: £4.20. 0 575 01992 1.

Sporadic urban violence has a long history. In the late nineteenth century, as Dostoevsky, Henry James and Conrad show, the anarchists imposed a terror and aroused a passionate interest among the public quite disproportionate to their number. Indeed, their very insignificance, both numerically and socially, helped to hide them. Their groups were too small and too unimportant to become the object of public curiosity and of police penetration. Even in a police state like Russia it was sometimes several years before the police caught up with them, and their fanatical tendencies meant that usually by then they had already split apart to form new cells.

Apart from the Russian secret service, whose members have penetrated the senior levels of the civil and diplomatic services, trade unions and politics, the main disruptive elements in British society in recent years have been the IRA and the broad-left anarchist type movement, which spread out from the extreme reaches of the ultra-respectable CND (the Committee of 100) to the anarchist terrorists whose ancestry lies with the anarchist doctrines so often denounced by Marx.

The IRA has been penetrated and is detectable (usually, unfortunately, only after the event) partly by nationality, and partly because their own compatriots have only a romantic sympathy for them. But the anarchist cells are more difficult to pin to earth.

Their doctrines are familiar. This form of government (sometimes called "government") is oppressive; it rules not by consent, but by the development of false consciousness and by a system of justice which is of its nature perverted; the consciousness of the oppressed has to be raised to overthrow the system which oppresses them; and this can be achieved by terror. The terror might be directed at absolute tyrants, as in the assassination of Russian Czars, or it might consist of violence for its own sake, which was the doctrine of a group of anarchists in Barcelona during the Spanish Civil War. This doctrine, which rests upon the

assumption that man is naturally good and all government that actually exists is the cause of evil, has a perennial attraction to intelligent youth, as well as to the neurotics who have difficulty with authority figures; perhaps it is attractive because it embodies a certain amount of truth.

The chop logic of the parallel between the "terror" (used as a metaphor) of social institutions, like the police, or of society as a whole, and the bomb that blows up tourists in the Tower of London can be dismissed for the drive it is. But the assassination of political leaders is legitimate, on rare occasions. The oppression has to be not the remotest prospect of alleviating it by other means: the assassination must lead to the successful overthrow of the oppression; in short, assassination, even of Hitler, is rarely morally justifiable.

In 1969/71 a series of attempted and actual explosions took place. A series of communists was issued from a group calling itself the Angry Brigade. There were immediate attempts to place together the story: were the explosions independently set off, or were they a series? Were they the work of the IRA? Was a house or a group of hoaxers responsible for what others were doing? Was it the prelude to a larger and more massive system of terror? The explosions culminated in attacks on cabinet ministers, like Robert Carr.

Eventually, partly as always by chance, a house was discovered by Hackney which enabled the police to satisfy themselves that the explosions were connected with each other, and that they were the work of the Angry Brigade; and that the Angry Brigade was a group of youngish people, who were arrested, interrogated and brought to trial.

The Angry Brigade consisted of two groups. Like all fundamentalist bodies it attracted nuts. But, again like most anarchist groups, its members were well educated and came from prosperous families.

These grubby people are not interesting in themselves except perhaps to psychopaths who could explain, perhaps, the point at which thought moves into violent

action. What is interesting is the trial. First of all, the police obviously got it mostly right but the law, for good reasons, prevented the process of interrogation which would have proved to the jury that it was at what point terrorist action has to be countered by stronger anti-terrorist laws.

Next, the prosecution was not well conducted, partly because the law of conspiracy is hopelessly antiquated. There undoubtedly was a conspiracy, but only doubtfully in a legal sense.

The defence took the form largely of attacks on police methods. This might be questioned whether this was at all relevant to the point at issue, namely whether the defendants did cause the explosions.

The judge was fair and patient but he committed a grotesque error in allowing the jury to be chosen so that it excluded anyone who was "biased", and interpreted bias as those who voted Conservative, because a Conservative cabinet minister's house had been bombed. As a result the jury largely consisted of a strange mixture of social security beneficiaries. As a direct result of this, and of the extremely long trial (another great error), a sufficient majority of the jury could neither understand the legal points at issue (as revealed by their questions), nor would convict the defendants. Of course, under English law, those found not guilty are indeed not guilty. Whether a different jury would have so found them must be genuinely doubted.

As fanaticism with violent expression grows, so constitutional government is going to find itself urged called upon to defend itself. There is a tremendous amount of rhetoric about freedom and about the "pigs". The facts are that there are in existence groups of grubby bombers who will be ultimately locked up when they are found out. The question is—at what cost in lives lost, and in liberties abrogated?

To describe the process by which these young people set themselves up as avenging angels requires a sense of character and a subtle sense of right and wrong. Rebecca West has done it, and so has Pamela Hansford Johnson (about the Moore murderers). The present author significantly fails in both respects.

## THE FIGHT FOR REPOSSESSION

Mary Bodkin

**The Land and the People of Nineteenth-Century Cork.** By James S. Donnelly Jr. Routledge and Kegan Paul £9.95. 0 7100 7986 9.

This is a superb addition to the Studies in Irish History series. Dr Donnelly gracefully admits indebtedness to an enormous range of historians and scholars and he has gleaned grain from parliamentary records, local and national contemporary newspapers and magazines; private letters and journals; the records of registrars and estates; well-documented fiction and inconceivable fact.

In the nineteenth century Cork was—as it is of course still is—the largest of Ireland's 32 counties, though it no longer is—as then it was—the most densely populated. Dr Donnelly takes its rural and economic problems in the nineteenth century as a microcosm of those of all Ireland, which produces a less gloomy picture than if he had chosen, say, Mayo for his study.

And your average non-academic student of Irish history, whose viewpoint is politic-religious, is bound to squint when trying to see eye to eye with an American scholar (of Irish ancestry) who is studying this period from a socio-economic point of view. To the former, absentee landlords are the dirtiest characters in nineteenth-century Irish history and Dr Donnelly's description: "non-resident middlemen" seems an unjustified euphemism, even though he seldom makes a statement or definition which he does not amply document and justify.

Part of Dr Donnelly's far-flung thesis is that a man, however patently great, will make little mark on history if born out of his time and—quoting Nicholas Mansergh in confirmation—that Parnell and Davitt were what they were and wielded the power they did wield in the second half of the nineteenth century because conditions were ripe for their particular, and very different, charismas. Country churchyards may abound in the unrecorded graves of Cromwell's guilt-

less of their country's—and Ireland's—blood, but it is hard to believe that these two great men would not have made headlines at whatever period of Irish history they had been born. And to produce 384 brilliant pages on nineteenth-century Ireland without even referring to "the Liberator", Daniel O'Connell, is a very considerable tour de force.

Dr Donnelly acknowledges a sizable debt for the statistical basis of many of his claims about rural conditions and the various phases of the Land War to data recorded by "the highly efficient English administrative bureaucracy in Ireland". Their fighting words to Irish historians and should not be accepted even by Sassenachs without remembering the definition by Mark Twain—was not it?—of the "three kinds of lies".

However, he draws on many other sources to vindicate his view that the long struggle of the Irish rural population to achieve "owner-occupancy" or "peasant proprietorship" (known in Ireland as the right of Irishmen to repossess their own soil) was accomplished by "agrarian trades unionism", defiance of foreign domination and—where no other means was possible—the use of force (despite the fact, not always very admirable, efforts of the Catholic clergy to persuade their parishioners to non-belligerent acceptance of their near-primitive conditions).

This isn't really very different from the view of nineteenth-century Irish history held by most Irishmen, though, if it is a view generally held, it has seldom been so well documented or so dispassionately expressed.

Incidentally, the excellent map on pages XII and XIII will confirm the suspicion of many weary British tourists that Irish miles really are longer than their British counterparts. And those who regard Ireland as a rain-drenched regnum may take Dr Donnelly's word for it that there were major droughts in 1884 and 1887. Trivia, but like the rest of this enthralling book, interesting.

















## Lothian Regional Council

### DEPARTMENT OF EDUCATION

## Teaching Appointments

Applications are invited from registered teachers for the following posts:

### EAST LOTHIAN DIVISION

#### PRIMARY

Assistant Head Teacher Cocksie Primary School

Responsibility Allowance £729

#### TEACHING POSTS

There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

Musselburgh Grammar School

Guidance (Female)

#### TEACHING POSTS

Dunbar Grammar School  
Mathematics, Technical Education  
Knox Academy, Haddington  
Art, Mathematics, Music, Technical Education  
Musselburgh Grammar School  
General Science, Mathematics, Technical Education  
Preston Lodge High School, Prestonpens  
Business Studies, Mathematics, Music, Technical Education  
Ross High School, Tranent  
Business Studies, Modern Languages (Spanish), Music, Technical Education

### EDINBURGH DIVISION

#### PRIMARY

Responsibility Allowance

#### ASSISTANT HEAD TEACHERS

Lismore Primary School £828  
Parson's Green Primary School £828  
St. John Vianney R.C. Primary £828

#### SECONDARY

#### ASSISTANT HEAD TEACHERS

Forrester High School £2,013  
Trinity Academy £1,890

#### PRINCIPAL TEACHERS

Art  
Religious Education  
Religious Education  
James Gillespie's High School £1,371  
Leith Academy £1,512  
St. Thomas of Aquinas R.C. High School £1,032

#### ASSISTANT PRINCIPAL TEACHERS

Science  
English  
Mathematics  
Craigmount High School £891  
Forrester High School £858  
St. Augustine's R.C. High School £792

#### HOUSE POSTS

Housemaster/Mistress £1,782  
Assistant Housemaster/Mistress £891  
Assistant Housemaster/Mistress £720  
Assistant Housemaster £792

#### TEACHING POSTS

Mathematics/Physical Education  
Physics  
Geography  
Remedial Education  
Science  
Biology, Physical Education, Technical Education  
Music, Physical Education  
Technical Education  
Mathematics  
Business Studies/Economics  
Religious Education, Remedial Education  
English  
Spanish with another Modern Language  
Ainslie Park High School  
Boroughmuir High School  
Broughton High School  
Castlebarr High School  
Craigroyston High School  
Firhill High School  
Forrester High School  
Holy Road R.C. High School  
Liberton High School  
Portobello High School  
St. Augustine's R.C. High School  
St. Thomas of Aquinas R.C. High School

### MIDLOTHIAN DIVISION

#### PRIMARY

#### HEAD TEACHERS

Bonnyrigg Primary School £2,592  
Carrington Primary School £857  
(Carrington is a village 12 miles south of Edinburgh, and the school has a current roll of 17 pupils.)

Howgate Primary School £857  
(Howgate is a village 11 miles south of Edinburgh and 14 miles from Penicuik. The school has a current roll of 33 pupils and a staff of two including the Head Teacher. This post will be available from 1st January, 1976.)

#### ASSISTANT HEAD TEACHERS

Early Education  
Danderhall Primary School £729  
(Danderhall is situated 3 1/2 miles from Edinburgh.)  
Hawthornhill Primary School £828  
(Hawthornhill is situated 3 1/2 miles from Edinburgh.)

#### SECONDARY

St. David's R.C. High School, Dalkeith £1,182

#### TEACHING POSTS

Home Economics  
There are vacancies in a number of Secondary Schools for teachers of Mathematics, Science and Technical Education. Further information is available on application to the Divisional Education Officer.

Salaries in accordance with the provisions of the Remuneration of Teachers (Scotland) Act, 1967, as amended.  
Candidates should specify for which post they wish to apply.  
Application forms are available from the appropriate Divisional Education Officer at the following addresses:

East Lothian Division, County Buildings, Court Street, Haddington  
Edinburgh Division, 40 Topham Street, Edinburgh EH3 8JJ  
Midlothian Division, 40 Topham Street, Edinburgh EH3 8JJ  
Application forms should be returned to the appropriate Divisional Education Officer by 1st September.

### SECONDARY continued

### Social Studies

#### Scale 1 Posts

#### CHANNEL ISLANDS

#### EDUCATION COMMITTEE

#### ST. JULIAN BOYS' SCHOOL

#### (Roll 847)

#### Scale 1, TEACHER OF BIOLOGY

#### Required for September 1976, or January 1977.

#### An assistant in an integrated team of teachers in Biology and in other subjects in the school, with a view to the development of a new Biology Department.

#### Details and application form obtainable from Director of Education, Jersey, P.O. Box 100, Jersey, J1, to be returned to the Headmaster.

#### Responsibility Allowance £729

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

### LEICESTERSHIRE continued

### Social Studies

#### Scale 1 Posts

#### CHANNEL ISLANDS

#### EDUCATION COMMITTEE

#### ST. JULIAN BOYS' SCHOOL

#### (Roll 847)

#### Scale 1, TEACHER OF BIOLOGY

#### Required for September 1976, or January 1977.

#### An assistant in an integrated team of teachers in Biology and in other subjects in the school, with a view to the development of a new Biology Department.

#### Details and application form obtainable from Director of Education, Jersey, P.O. Box 100, Jersey, J1, to be returned to the Headmaster.

#### Responsibility Allowance £729

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School

#### Guidance (Female)

#### TEACHING POSTS

#### There are vacancies in a number of Primary Schools. Further information is available on application to the Divisional Education Officer.

#### SECONDARY

#### Responsibility Allowance

#### ASSISTANT PRINCIPAL TEACHER

#### Musselburgh Grammar School





# Schools Prom

## Classical • Folk • Jazz

Sponsored by  
**THE TIMES**  
**Educational Supplement**  
**Tuesday 4 November 1975**  
Commences 7.30 p.m. (Doors open 7 p.m.)  
**ROYAL ALBERT HALL**

General Manager: Anthony J. Charlton

### An evening like no other...

Perhaps the most exciting and entertaining evening in the history of young people's music-making will take place on Tuesday 4 November 1975 at the Royal Albert Hall. Outstanding young musicians from The National Festival of Music for Youth, presented by the Association of Musical Instrument Industries, will gather for a gala performance sponsored by The Times Educational Supplement.

**Orchestral...ensemble...swing...jazz...wind...**  
All kinds of music will be featured - orchestral, chamber, jazz, dance, folk, swing...an exuberant evening's music by the leading musicians of tomorrow. And personalities from the world of today's music will introduce them - including the well-known broadcaster, composer and musician, Antony Hopkins, and author/broadcaster Derek Jewell.

### Ticket prices...

Grand Tier Box £175, Stalls £175, Loggia Box £150,  
Second Tier Box £150, Balcony (central) £1,  
Balcony (side) 75p.

### Special reduced prices...

As happens with the Sir Henry Wood Promenade Concerts, the arena seats will be removed for this concert. For advanced bookings, both this arena area and the upper and middle orchestra seats will be available at the following reduced prices:

Promenade Arena (standing) 50p reduced to 30p.  
(Standing not advisable for children under 12)  
Orchestra £1 reduced to 75p.  
There will also be a party discount of one free seat per 12 booked seats. School/party travel arrangements can be made through B.U.S. School Travel Services, 185 Kensington High Street, London W8 6SH. Tel: 01-937 8497/8790. (Contact: Jill Daniels.)  
Reduced prices available only prior to the day of the concert.

### Make sure of your booking...

In view of the considerable interest already shown in this unique musical event, advance bookings should be made as soon as possible. Please use the application form.

Please enclose stamped addressed envelope.  
To: Schools Prom, Advance Bookings, Royal Albert Hall,  
Kensington Gore, London SW7 2AR

Please send me tickets for the Schools Prom as follows:

Sponsored by  
**THE TIMES**  
**Educational Supplement**

Name: Mr/Ms/Ms

Representing:

Address:

Postcode:

Telephone:

Other details:

Signature:

Date:

Official Use Only

### INDEPENDENT continued

### Other than by Subject Classification

**HAMPSHIRE**  
**LORD WANDSWORTH COLLEGE.**  
Long Sutton, Hants.  
Required for January, 1976, postmaster to teach MATHEMATICS and GEOGRAPHY to 10-11 level.  
Salary: Scale 1 with board and accommodation for a married man.  
Applications with curriculum vitae and names and addresses of two referees to Headmaster, Lord Wandsworth College, Long Sutton, Hants.

**LONDON, S.E.21**  
**JOHN WYCLIFFE SCHOOL**  
West Dulwich, S.E.21.  
Wanted for September, 1975, in mixed independent school, GRADUATE MALE or FEMALE to teach MATHEMATICS and General Science to C.S.E. and O level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

**LONDON, W.5**  
Experienced MASTER required to be from teacher of 12-year-old boys at recognized Day Prep. School and to teach GENERAL SUBJECTS to C.E. level.  
Experienced MISTRESS also required at Junior Department to teach boys of ages four to eight years.  
Write giving full details of qualifications and experience to the Headmaster, Hamilton House School, Florence Road, Ealing, W.5.

**WORCESTER**  
**ROWBROOK HOUSE SCHOOL**  
Rowbroke, Herefordshire.  
Rowbroke House is a recognized independent Day School for boys and girls from four to 18.  
From September 1976, the school will expand to take pupils up to 19-20 level.

Several male TEACHERS will be required in a variety of disciplines to help establish the new venture. Rowbroke House occupies a Georgian house in 15 acres of grounds, set in the heart of Worcester-leathur countryside. It has a grand hall in recent years, and has set high academic and sporting standards. It is intended that these standards be continued into the new classes.

Since games form an important part of the school's life, successful candidates will be expected to take an active part in physical education.

Although the expansion is not planned to take place until September 1976, any suitable candidate could join us during the coming academic year.  
Please send details of qualifications, career to date, salary and references to: Mr. J. R. G. GARRITY, Telling Services Ltd., 6, 7 & 8 Backville St., London W14 9JH.  
Telephone: 01-734 0161.  
No fee whatever is payable by candidates for teaching posts.

**TEMPORARY POSTS**  
for up to one year in Preparatory Schools. There is still a need for teachers of French, Mathematics, and Science, in September.  
Write to:  
**GARRITY TELLING SERVICES LTD.**  
6, 7 & 8 Backville St., London W14 9JH.  
Telephone: 01-734 0161.  
No fee whatever is payable by candidates for teaching posts.

Teaching posts at  
**PUBLIC INDEPENDENT AND PREPARATORY SCHOOLS**  
A wide selection of posts for MATHEMATICS and SCIENCE is available from  
**GARRITY TELLING SERVICES LTD.**  
6, 7 & 8 Backville St., London W14 9JH.  
Telephone: 01-734 0161.  
No fee whatever is payable by candidates for teaching posts.

**DAVID LING & DICK LTD.**  
Physical Science Tutors in Biology, Physics, Chemistry, Economics, Geography, History, and Languages.  
Full-time or part-time, day or evening, at home or in school.  
Wanted September, 1975, for small private school, 12-13 year olds. Required to teach Science, History, Geography, and Languages.  
The Times, WC1X 8EZ.

### Preparatory Schools

### By Subject Classification

### Art and Design

**DEVON**  
**WILTON HILL SCHOOL**  
Wilton Hill, Devon.  
Wanted for September, 1975, in mixed independent school, GRADUATE MALE or FEMALE to teach ART and DESIGN to 10-11 level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

### Mathematics

**WIMBORNE**  
**WIMBORNE SCHOOL**  
Wimborne, Dorset.  
Wanted for September, 1975, in mixed independent school, GRADUATE MALE or FEMALE to teach MATHEMATICS to 10-11 level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

### Physical Education

**HERTFORDSHIRE**  
**LOCHINVER HOUSE SCHOOL**  
Lochinver, Herts.  
Wanted for September, 1975, in mixed independent school, GRADUATE MALE or FEMALE to teach PHYSICAL EDUCATION to 10-11 level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

### Science

**IAPS** Preparatory School in West of London requires male teacher for younger and middle science.  
Wanted for September, 1975, in mixed independent school, GRADUATE MALE or FEMALE to teach SCIENCE to 10-11 level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

### Other than by Subject Classification

**BERKSHIRE**  
**CLAIRE COURT**  
Wokingham, Berks.  
Wanted for September or January 1976, in mixed independent school, GRADUATE MALE or FEMALE to teach SCIENCE to 10-11 level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

**SURREY**  
**COLLINGWOOD BOYS' SCHOOL**  
Surrey.  
Wanted for September, 1975, in mixed independent school, GRADUATE MALE or FEMALE to teach SCIENCE to 10-11 level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

**SURREY**  
Required for September, 1975, by recognized independent preparatory school, GRADUATE MALE or FEMALE to teach SCIENCE to 10-11 level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

**SUSSEX**  
**GLENGORRE AND HYDNEYE**  
Worthing, Sussex.  
Wanted for September, 1975, in mixed independent school, GRADUATE MALE or FEMALE to teach SCIENCE to 10-11 level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

### Colleges of Further Education

### Heads of Department

**KENT**  
**COUNTY COUNCIL**  
**SOUTH KENT COLLEGE OF EDUCATION**  
Ashford, Dover, Folkestone.  
HEAD OF DEPARTMENT OF PHYSICAL EDUCATION (GRADE IV).  
Required to commence duties as soon as possible. Administrative and teaching experience in Further Education is essential.  
Salary Scale as per current Kent County Council.  
Application forms and particulars from the Principal, Mr. J. R. G. GARRITY, Telling Services Ltd., 6, 7 & 8 Backville St., London W14 9JH. Tel: 01-734 0161. Applications should be returned as soon as possible.

**STAFFORDSHIRE**  
**EDUCATION COMMITTEE**  
**CAULDON COLLEGE OF EDUCATION**  
Cauldon, Staffs.  
Principal: Mr. J. R. G. GARRITY, Telling Services Ltd., 6, 7 & 8 Backville St., London W14 9JH. Tel: 01-734 0161.  
Wanted for September, 1975, in mixed independent school, GRADUATE MALE or FEMALE to teach SCIENCE to 10-11 level. Some experience essential. Post would suit young teacher with vision and initiative. Apply giving details of qualifications and the names of two referees to the Headmaster.

### Other Appointments

**DONCASTER**  
**METROPOLITAN BOROUGH COUNCIL**  
**DONCASTER COLLEGE OF TECHNOLOGY**  
Post 192 - LECTURER I (Temporary).  
GENERAL STUDIES UNIT.  
Applications are invited for the post of LECTURER I in the Department of General Studies, Doncaster College of Technology, Doncaster, for a period of one year from 1st September 1975 to 31st August 1976. The successful candidate will be responsible for the teaching of Humanities and Social Studies to students of the College.  
Applicants should be qualified to teach in a secondary school or college. They should have a degree or equivalent qualification in Humanities or Social Studies. They should also have experience of teaching in a college or university.  
Salary: Lecturer Grade I, £2,667-£4,359 per annum. The salary is dependent on qualifications and experience.  
Application forms and particulars from the Principal, Mr. J. R. G. GARRITY, Telling Services Ltd., 6, 7 & 8 Backville St., London W14 9JH. Tel: 01-734 0161. Applications should be returned as soon as possible.

## COUNTY OF SOUTH GLAMORGAN

### LANDAFF COLLEGE OF TECHNOLOGY

#### DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

### Appointment of Lecturer Grade I (Two Posts)

Applications are invited for the above posts from persons whose academic background and industrial experience enable them to teach C.G.L.I. courses for mechanics and technicians in Radio, Television, Electronics or Telecommunications. Preference will be given to persons having previous teaching experience. The successful applicant will be expected to commence duties as soon as possible. Salary within the Burnham Salary Scale for Lecturers Grade I - £2,465 to £4,377. Application forms and further details may be obtained from:

The Principal,  
Landaff College of Technology,  
Western Avenue, Cardiff CF5 2YB  
in whom they should be returned within 10 days of this advertisement.



**MABEL FLETCHER TECHNICAL COLLEGE**  
Sandown Road, Liverpool L15 4JB  
(Tel: 051-733 7211-7)  
**DEPARTMENT OF HEALTH STUDIES**  
**LECTURER GRADE I**  
**IN SOCIAL WORK & RESIDENTIAL CARE**  
(M/F/2/29)  
Scale £1,869-£3,633  
(plus threshold payment)  
To lecture mainly in care subjects to a Preliminary Residential Care Course and other related areas.  
Application forms and further particulars are available from the Principal, to whom completed forms should be returned within 15 days of this advertisement.

## STRATHCLYDE

### REGIONAL COUNCIL

### DEPARTMENT OF EDUCATION

Applications are invited for the following positions in the undernoted Further Education Colleges.  
Cardonald College of Further Education,  
Glasgow

### DEPUTY PRINCIPAL £7,833

Application is invited for this post at the above college situated in the south-west sector of the city. A full range of full-time, part-time and evening courses is offered in the areas of Art & Design, Commerce, Construction, Engineering, General Education and Pre-Nursing. Applicants should possess sound academic and/or professional qualifications, preferably to honours degree standard and should have substantial experience in a post of major responsibility in a College of Further Education. Relevant industrial or business experience will be regarded as an advantage.

The salary of the post at present is £7,833 but this will be subject to adjustment under Stage Two of the Houghton recommendations.

APPLICATION FORMS and further details may be obtained from the Director of Education, Further Education Department, 25 Bothwell Street, Glasgow G2 6NR, to whom completed forms should be returned not later than Wednesday, 27th August, 1975.

James Watt College, Greenock

### DEPUTY PRINCIPAL £7,683

Applications are invited for this post commencing 1st October, 1975 or as soon as possible thereafter. The College provides a wide range of courses for Inverclyde and the surrounding district. Applicants should possess an Honours Degree or equivalent qualification, together with a recognised Professional qualification. Experience in teaching in a full-time post in a Further Education College is essential and applicants are expected to hold a promoted post and have adequate industrial experience. The Deputy Principal will have no departmental duties but will have full delegated responsibilities for certain areas of the central management of the College.

The salary for the post at present is £7,683 under Houghton, Stage I assimilation. The final grading will be determined when the Houghton Report is fully implemented.

APPLICATION FORMS and further details may be obtained from the Director of Education, Further Education Department, 25 Bothwell Street, Glasgow G2 6NR, to whom completed forms should be returned not later than Wednesday, 27th August, 1975.

### LECTURING VACANCIES

Ayr Technical College, Dam Park, Ayr

### SENIOR LECTURER OF ACCOUNTING £6,000-£6,735 bar-£7,716

Applicants should possess a degree or professional qualification, or both, in accountancy, with an added qualification in Law or some allied subject and should have had practical experience in commerce or industry plus teaching experience. The person appointed will be required to assist in the development of existing courses and the initiation of new courses.

Glasgow College of Building and Printing,  
North Hanover St., Glasgow

Department of Photography & Graphics

### LECTURERS IN PHOTOGRAPHY (2 POSTS) £3,216-£6,012

Applicants should have teaching or industrial experience in two or more of the following areas: cine, medical, commercial or industrial photography; audio-visual graphics and technology.

Department of Complementary Studies

### LECTURER IN PHYSICAL EDUCATION AND RECREATIONAL ACTIVITIES £2,667-£4,359

Applicants should possess a diploma in Physical Education from a College of Education or equivalent qualification.

James Watt College, Greenock

### SENIOR LECTURER-TUTOR LIBRARIAN £3,216-£5,370

Applicants should be graduates with professional qualifications. The person appointed will be directly responsible to the Principal for the administration, organisation and supervision of the library. Some teaching duties will be required and these will normally relate to the work and use of the library. The successful applicant should preferably have had some experience of non-print media and audio, visual materials, and be prepared to take an active part in the audio visual committee.

APPLICATION FORMS and further details may be obtained from the Principal at the relevant college to whom completed forms should be returned not later than Wednesday, 27th August, 1975.

Stow College, Glasgow

### LECTURER IN MANAGEMENT SERVICES £3,216-£6,012

Applicants should possess a relevant honours degree or equivalent qualification and should have appropriate management experience. The successful candidate will be expected to teach a range of subjects in the following courses: ILM Certificate, TWOM Certificate and Diploma (Parts I and II), C & G 742 (Work Study), C & G 743 (Quality Control), SHNC (Management Services), NERSS Certificate and various special intensive courses in Work Study.

The Technical College, Coatbridge

### LECTURERS IN SECRETARIAL SUBJECTS (2 POSTS) £2,667-£4,359

Applicants should possess a diploma in commerce or other relevant qualification with some teaching experience an advantage. The work involves teaching shorthand, Typewriting, Audio-Typing and Office Practice to students attending RSA and SCOTABC courses.

Department of General Studies

### LECTURER-NURSERY NURSE COURSE £2,667-£4,359

Applicants should be qualified primary teachers holding the Froebel Certificate. The successful applicant will require to teach the Child Education content of the course for Nursery Nurses and to supervise the trainees during their training in Nursery Schools. Placing on salary scale will be given for approved experience.

Department of General Studies

### LECTURER-NURSERY NURSE COURSE £2,667-£4,359

Applicants should be qualified primary teachers holding the Froebel Certificate. The successful applicant will require to teach the Child Education content of the course for Nursery Nurses and to supervise the trainees during their training in Nursery Schools. Placing on salary scale will be given for approved experience.

APPLICATION FORMS and further details may be obtained from the Principal at the relevant college to whom completed forms should be returned not later than Wednesday, 27th August, 1975.

EDWARD MILLER,  
Director of Education











